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ABSTRACT

This strategy notebook is designed as a resource for teachers of English as a Second Language (ESL) and literacy education. It consists of a series of class activities and recommendations for instructional materials contributed to the International Catholic Migration Commission (ICMC) by experienced ESL and literacy teachers. The first section describes instructional activities, subdivided into general and topical strategies. The general strategies are useful for teaching any content, and make use of stories, pictures, and elements of the arts: drama, poetry, music, and drawing. Some are intended to be integrated into the curriculum as regular features of instruction or to take an entire instructional cycle to carry out, and still others focus on classroom management issues as opportunities for learning. The topical strategies are sample curriculum units using some of the general strategies outlined previously. The second section of the notebook contains teacher-designed instructional materials, including story books and class exercises, copies of some appropriate materials located in the ICMC learning resource center, and annotated listings of photos, slides, and videos from the learning resource center. (MSE)

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STRATEGY NOTEBOOK

A Compilation of
Open-ended Instructional Strategies and Materials

Beginning ESL and Literacy Learners

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STRATEGY NOTEBOOK:

A Compilation of
Open-ended Instructional Strategies and Materials
for
Beginning ESL and Literacy Learners

Edited by:
SHARON SNYDER
PINDIE STEPHEN
WILLIAM MITCHELL

Layout Supervision by:
HELEN AGUILAR

PREFACE

Dear teachers, supervisors, and other readers,

Here it is --- the Strategy Notebook that we have been talking about and contributing to over the past five years! As you look through these pages, you will find many of the strategies and materials which you helped to develop as a contributor, as a member of a committee, or as a user and adapter in your own classrooms.

The Strategy Notebook documents much of what we have been doing. However, it is more than simply documentation. For those of us who have been in ESL-AB for some time, it is a way of sharing with each other ideas and materials with which we may not all be equally familiar. For new teachers joining ESL-AB, it is a source from which to learn some of ESL-AB's "tried and true" strategies and materials. For both new and experienced staff, the Strategy Notebook is a convenient reference book for daily lesson planning and a companion volume to the ESL curriculum.

Why "Strategies"?

The title of this book is Strategy Notebook. The choice of the word "strategy" to describe what is included in this book was quite purposeful. It was chosen to reflect a focus on teacher and student thinking and growth in using the language, rather than on teacher and student behavior and surface forms of language. The term "strategy" can be used to describe the former, while the term "activity" has been commonly used to describe the latter.

The distinction between strategies and activities may seem superficial at first glance, but shifting the focus from one to the other in lesson planning can have far reaching effects. Strategies focus on cognition while activities focus on behavior, on thinking rather than on action, on process rather than on product, on what a student understands rather than on what a student does. While cognition and behavior, thinking and action, process and product, understanding and doing are certainly very closely intertwined, a shift in focus from behavior (the surface manifestation of cognition) to cognition itself is a shift to a focus on the root of learning. We can learn a great deal by observing students' behaviors and products, but trying to change those behaviors and products without developing students' underlying understanding is a losing battle. Using the term "strategy" is one way of keeping this distinction in mind.

One other point should be made about the term "strategy." It has been used in two contexts in the field of education: firstly, in relation to instructional strategies and, secondly, in relation to learning strategies. The former refers to a teacher's "plan of attack," to recall the term's military origin, in setting up instructional events which will lead students to learn something. The latter refers to a student's "plan of attack" as s/he engages in learning something. While the two are certainly related (i.e. teachers who design learning experiences rather than rote lessons are also by definition setting up situations in which students develop learning strategies), instructional strategies have to do with what goes on in the teacher's mind while learning strategies have to do with what goes on in the student's mind. This book describes instructional strategies and materials, and, but for its cumbersome sound, might be better titled, "Instructional Strategy Notebook."

What Does "Open-Ended" Mean?

All of the lessons and materials included in the Strategy Notebook were chosen, as the sub-title of the book indicates, because they were open-ended. Open-ended instructional strategies are those which do not set a ceiling on what students can learn and do. Rather they allow students to stretch as far as they can go in using the language and pushing the edges of their current knowledge about the language. At the same time, they allow all students to succeed, no matter what their level.

In deciding whether or not a strategy or material was open-ended, a number of criteria served as our reference points. We asked ourselves:

> Will this strategy or material allow each student to respond at his or her own level? I.e.: Will each student succeed?
>
> Will this strategy or material allow each student to discover something new about the language s/he is learning? I.e.: Will each student stretch as far as s/he can go?

Related to the above primary criteria were four supporting criteria, stated, again, in the form of questions:

> Will this strategy or material connect with the students' background? I.e.: Will it interest them? Is it relevant to their lives?
>
> Are supportive communication systems (e.g. illustrations and non-verbal cues) built into the
>
> strategy or material? I.e.: Will they understand the meaning without the language?
>
> Will all the language arts (reading, writing, listening, and speaking) be engaged through the use of this strategy or material? I.e.: Will students be able to go from one language art to another to support learning from the other?
>
> Will all the language systems (phonology/graphophonemics, syntax, semantics, and pragmatics) be engaged through the use of this strategy or material? I.e. Is the language "real?" Is it in context?

While some of the instructional strategies in this book are written as though a certain level of oral and written knowledge is necessary, all can be used with students at any level. Carrying this out is largely a function of the teacher's expectations about the language and other symbols (illustrations, gestures) the students use. For example, a newspaper for Level A students at the beginning of the cycle will have more illustrations than print. A play by Level A students will include quite a bit of mime as well as language. From newspapers to plays to poems to stories, the use of oral and written language and other symbol systems such as gestures and illustrations can be combined in such a way that any level can succeed.

How to Use the Strategy Notebook

The Strategy Notebook is divided into two parts, each of which is further divided into sections and sub-sections as follows:

Part I: Instructional Strategies

- General Strategies
  - Stories
  - Pictures (photos, videos)
  - Arts (drama, poetry, music, drawing)
  - Cycle Long
  - Classroom Management
- Topical Strategies
  - Meta-Unit on Continuing Learning
  - Unit 1
  - Unit 2
  - Etc.

Part II: Instructional Materials

- Books (the 54 ESL-AB story books)
- IMS ESL Materials
- Learning Resource Center Materials
- Photos and Slides
- Videos

Part I, on Instructional Strategies, gives examples of how to construct lessons which allow students to succeed and to go as far as they can go in learning language. Part II, on Instructional Materials, includes the ICMC materials which are available to you to use in lessons. The Strategy Notebook can be used in a variety of ways:

* to get ideas on how to carry out a strategy of a particular kind (e.g. story telling, newspaper writing, photo gallery, interest clubs, etc.),

* to get ideas on how to integrate strategies into the entire cycle as part of the classroom environment or as part of a project (see the section in Part I on cycle long strategies),

* to get ideas on how to carry out a strategy related to a particular curricular topic (e.g. Continuing Learning, Post Office, Banking, etc.),

* to get ideas on how to deal with classroom management problems (see the section in Part I on classroom management strategies),

- to find out what materials are available for you to use in the classroom or in the Learning Resource Centers,

- to find out where a particular material is available (each inclusion indicates where the material is located), and

- to recall exactly what a material looks like or what language it includes.

In using this book, please keep in mind that the lessons and materials are here for you to use and adapt as you and your students see fit, according to their needs and interests. It is ultimately your responsibility to gain an understanding of your students and to use that understanding to design, together with them, learning experiences which simultaneously challenge them and allow them to succeed.

Acknowledgments

Thanks go first and foremost to all the contributors of the strategies and materials found in this book and to all the committee chairpersons (Ben Vacio, Helen Aguilar, Celsa Alojado, Josie Pajel, and Laurie Kuntz) and committee members who helped to develop them into the form in which you find them here. Each of the strategies and materials represents a lot of thought and hard work on the part of the contributors and the colleagues who supported them.

Many hours of work were devoted to deciding what would be included here and to putting the inclusions into a consistent format. Pindie Stephen and William Mitchell did the initial editing of the book and Helen Aguilar coordinated the design and layout of Part II and of the title and section pages. Assisting Helen Aguilar was Jesus Mercado, Abraham Ocfemia, and Rex Pe. Ben Vacio undertook the gargantuan task of coordinating the preparation of the Book Section and of laying it out. Ben Vacio, Helen Aguilar, Celsa Alojado, and their teams of illustrators (see the material concerned) went way beyond the call of duty in preparing miniature copies of our illustrated materials. The work of each of these people, under the pressure of other simultaneously demanding responsibilities, was excellent.

The Instructional Media Services (IMS) department played an important role in the development and production of the Strategy Notebook. It was, of course, with the IMS' artistic and technical support that the materials in this book were developed and produced. Special thanks go to Norberto Alejado for his willing support in every aspect of this project, from layout assistance and title and section page design to binding and distribution. Special thanks go also to Nelia Villanueva for proofreading the manuscript, preparing the final copy for the printer, and for coordinating with the printer.

ICMC's Computer Center played an important supportive role as well. Frederick Pabia facilitated the scheduling of computer time for this project, often in the face of other urgent demands for computer time. This was very much appreciated. Elizabeth Lagonera's assistance in printing some final copies of pages in Manila was also of great help.

Many thanks go also to Anna Liza Perez for initial typing of many parts of the manuscript and to Lourdes Castro, who also assisted in initial typing. Josie Pajel, in addition to contributing materials and strategies as chairperson of the Photo/Slide Committee, pitched in by typing some sections of Part II of the book.

Above all, thanks go to Alfa Dacela who completed the initial typing of the manuscript and tirelessly, calmly, and patiently did the countless revisions, reformatting, and printing of the final copies. Her pleasant, efficient, and unflappable manner made all of our efforts so much easier.

Finally, thanks go to Steve Cook for making this project a priority, to Nick Miscione for clearing the way so that staff time could be devoted to it, to Denis Nihill for facilitating ICC staff support and the use of ICC equipment, and to William Burns for final proofreading and moral support.

It is my hope that the Strategy Notebook will become a well used addition to teachers' and supervisors' resource materials, an addition that will prove useful not only for the ideas which are in it, but also as a resource for stimulating new ideas.

Happy lesson planning!

Sharon Snyder

PART I

INSTRUCTIONAL STRATEGIES

INTRODUCTION

Part I of the Strategy Notebook contains a variety of open-ended instructional strategies which have been developed by ESL-AB staff. It is hoped that this selection of the many instructional strategies which have been developed and shared in the department, will serve as a valuable resource for new and experienced teachers as they daily plan their lessons and develop and test instructional strategies appropriate for their particular classes of students.

Each of the strategies included here is an example of an open-ended instructional strategy, that is, of an instructional strategy which allows each student to succeed at his or her own level and to stretch as far as s/he can given his or her current language knowledge. None of the strategies is too difficult and none is too easy for any student. Each provides a framework which allows students to use their current knowledge of the language while discovering more about the language. [See the Preface of this book for a more detailed discussion of open-ended strategies.]

General Strategies

The instructional strategies in the first section, General Strategies, recognize that students' talent, knowledge and interests are fertile ground for language learning. Any of these strategies can be used in the context of teaching any content material and, of course, in the general development of second language use. The focus throughout is on students learning through exploration and reflection.

This section includes instructional strategies using stories, pictures (photos and videos), and the arts (drama, poetry, music, and drawing). It also includes cycle-long strategies, some designed to become regular features of a classroom repeated over the course of the cycle, and others designed to take an entire cycle to carry out.

The final classification of strategies in the General Strategies section is on classroom management. These strategies transcend traditional modes of handling classroom problems by turning them into opportunities for learning. They encourage students themselves to identify problem areas, consider their sources and consequences, and propose workable solutions, all while using the second language.

Topical Strategies

In the Topical Strategies section, you will find many of the instructional strategies described in the section on General Strategies, but here applied to the units in our curriculum. Most of the strategies incorporate topics from several units. It is important that, as you plan your lessons, you do not feel that you have to present curricular material in a unit by unit sequence. All of the topics in the curriculum, and many more besides, can be creatively addressed through a myriad of combinations of content.

Assessment

There is no section specifically devoted to assessment. However, informal assessment is built into each strategy in various ways. For example, students transfer ideas from one communication system to another (such as from visualization to writing, or from reading to retelling or evaluating), they engage in peer questioning and correction, and demonstrate their understanding through written and oral work, or simply through teacher questioning.

Acknowledgements

The list of contributors is far too long to mention here, for this is truly an ICMC community effort. We want to thank everyone for sharing the ideas which comprise this Strategy Notebook. Space limitations required that other, valuable submissions not be included at this time. These were difficult decisions to make, because we had to set aside a number of good ideas and suggestions. Those which are not included here are on file in the ESL-AB office, and are available to anyone who would like to refer to them.

Finally, we hope that you will find this compilation a helpful resource in thinking through your own instructional decisions. We also hope that the instructional strategies presented here will generate even more ideas to share with colleagues.

William Mitchell
Sharon Snyder

GENERAL STRATEGIES

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Classification : Stories

By : Celsa Alojado
Candelaria Tolentino
Sharon Snyder

Title : Story Telling & Story Writing

I. Rationale:

This strategy includes two complementary strategies --- 'story telling by the teacher' and 'story writing by the students.' 'Story telling by the teacher' is based on the assumption that language learning is best supported through whole, meaningful texts. Stories are especially useful because students' background knowledge allows them to predict plot, setting, characters, and word meanings in the target language. The more familiar, predictable, and well illustrated the story is, the better it is as an instructional material. Furthermore, because a whole text is provided, students at different points in forming hypotheses about English can focus on those language systems with which they are ready to deal.

'Story writing by students' is based on the assumption that in writing, as in speaking, students form interim hypotheses as they move toward the ability to write conventionally, i.e. with correct spelling, grammar, etc. The instructional implication is that students should be given free rein to use and explore the second language in writing at their present level rather than be asked to copy structures provided by the teacher.

Story telling and story writing can be incorporated into lessons from the beginning in any ESL classroom of any level.

II. General Description:

The teacher opens the day's lesson by showing an illustrated story related to that lesson. The story, though focused on the lesson topic, should stimulate students to talk and write about their own experiences or areas of interest to them.

III. Materials Needed:

Any illustrated story related to the lesson

OR:

A personal story (with text and illustrations), related to the lesson topic, about an actual experience you had

> [Note: Such stories are especially effective in tapping student interest because students care about their teacher and want to understand more about him/her. Students, in turn, want to share their own experiences. In this way, motivation for story writing is built into story telling. Basing story telling and story writing on genuine experiences has the added advantage of allowing the teacher to increasingly understand the students' experiences, beliefs, needs, and interests.]

IV. Procedure:

1. Read the illustrated story to the class, pointing to the pictures while reading the text. Support the meanings conveyed in the pictures and text by acting them out, by gesturing, and by using vocal and facial expressions.

2. Ask inferential and evaluative questions at appropriate points to check students' comprehension.

3. Lead the students to genuine communication by encouraging them to pursue topics of particular interest to them.

4. Invite students to tell their own stories. Allow students to use you and their classmates as informants to learn the language they need know in order to express what they want to say.

5. Ask students to write their own stories. Encourage them to consult their peers, their notes, language written on the board or in earlier writings posted on the wall, and any other sources. Also encourage them to illustrate their ideas to support their text and to effectively use you as a resource. [Refer to the strategy, 'Student Initiated Language Learning,' under the Continuing Learning classification of strategies in this book.]

6. Invite the students to read their stories to each other in pairs, groups or to the whole class.

7. Display their work in the classroom.

V. Suggested Follow-Up:

This strategy can become the basis for a thorough book writing project which can extend throughout the cycle, and can include authors' circles, authors' clubs, book publishing, and authors' corners and displays. The possibilities and variations are endless. The resulting books can be included the classroom library.

Classification : Stories

By : Candida E. Maiquez
Carlito Villanueva
Leda Denamarquez

Title : Discovering New Language Through Illustrated Books: Example - Thao Gets a Haircut

I. Rationale:

Stories will attract students if they have relevance to their own situations and build upon their background knowledge. Stories allow students to predict meaning. The more familiar, predictable, and literally illustrated the story is, the better it is as a second language instructional material.

II. General Description:

The teacher provides the class with illustrated story books. The story is focused on a certain topic, but leaves room for the teacher and the students to pursue specific areas of interest. The book used in this example is Thao Gets a Haircut. Students are encouraged to think about and express their ideas in English about cultural differences in messages sent by personal appearance, in this case by hairstyles.

III. Materials Needed:

Class set of Thao Gets a Haircut
Manila paper and pentel pens

IV. Procedure:

1. Show the cover page and ask questions such as the following :

   What is the title of the story?
   Who wrote the story?/Who is the author?
   Pointing to the picture of Thao: Who do you think this is?
   What is his nationality?
   What does he look like?
   Look at your classmates. Who among the boys/men has long hair?
   If there are male students with long hair, ask each one why he grows his hair long.
   Do you like long hair on boys/men? Why? Why not?
   How about on girls/women? Why? Why not?

2. Read the story to the students, holding up the book to show clearly the text in relation to the illustrations. Encourage them to join you in reading aloud if they want. Pause at appropriate points to ask them to predict what will happen next. Read the story in this way as many times as they request you to do so.

   [Note: Showing them the book at the start with its illustrations and text allows students to use both non-verbal and print symbol systems to make meaning. See below for a variation on presentating the story.]

3. Now hand out the books so that each student has a copy. Ask the students to look carefully at the illustrations and text. Give them time to further speculate regarding what the story is about and to explore the language in print. Encourage them to consult you, their peers, and any other language sources in the classroom to clarify anything they don't understand.

4. Check their understanding by asking questions such as the following:

   If you were Thao, how would you feel?
   What would you think if you saw someone with a hairstyle like this (pointing to the last picture)? Why?
   What should Thao do next?

5. Divide the class into groups and ask them to write a continuation of the story.

6. Each group then presents their written work to the class.

V. Variations:

An alternative way to present the story initially is as outlined below. This allows students to generate meaning using their own language before encountering the author's way of creating meaning.

1. Post only the loose-leaf illustrations on the board in consecutive order.

2. Ask the students to look at them carefully to see what the whole story is about.

3. Then ask them to write their ideas, even if only in single words, under each illustration. Encourage them to use you, fellow classmates, and other sources of language such as dictionaries and previous writing displayed in the room as resources.

4. After the class reads and discusses what they have written under the illustrations, distribute the book form of the story and carry on as above.

Alternatives to writing a continuation of the story include:

Students write a play as a continuation of the story, and then act it out.

Students draw a picture of Thao as he might appear one year later, and talk or write about why they chose to draw it as they did.

Students write a song based on the story and teach it to the class.

Classification : Stories

By : May Vargas

Title : Story Mapping

I. Rationale:

Oral and written retelling of a story embeds language learning in a meaningful context. Story mapping in itself is a productive writing strategy and, as such, is a fruitful continuing learning strategy.

II. General Description:

Story maps are illustrated or written notations in diagram form showing the relationships between characters and elements in a story. In this strategy, the teacher tells a story orally with students' participation in predicting what comes next and in creating the story's ending. In the process of students' recalling and retelling the story, the teacher and students together map the story. Based on this map, students put the story in written form.

III. Materials Needed:

A story without an ending (to be told orally by the teacher)

> [Note: The story used in this strategy should be be familiar and predictable to allow the students to participate and react during the storytelling.]

Photos or other pictures to illustrate the oral story

Manila paper and pentel pens (if work is done in groups), or tablet paper and pens (if work is done individually)

IV. Procedure:

1. Tell a story orally to the class.

2. During the storytelling, use photos or pictures and your own actions to support students' comprehension.

3. At appropriate points, pause in your storytelling and ask the students to predict what will come next.

4. Ask students to create the ending to the story.

5. Lead students in a discussion of the story's characters, events, and the ending they chose.

6. Ask the students to retell the story. Ask questions to help their recall if necessary. During this process, make notations on the board in map form, showing the relationships between characters and events.

   [Note: Guide the mapping yourself the first time it is done in class. However, in subsequent lessons using this strategy, the mapping can be done by a student or students.]

7. Ask the students to write the story individually or in groups, using the story map as their guide.

8. Invite students to read their work to the class.

9. Display the students' work.

V. Suggested Follow-Up:

Encourage students to use the mapping strategy whenever they are preparing to write a text of any kind. This can be incorporated into any lesson as a standard way of clarifying and developing the ideas they want to write about.

Classification : Stories

By : Celsa Alojado
Candelaria Tolentino

Title : Listening Comprehension and Pronunciation Through Taped Illustrated Books

I. Rationale:

This strategy is based on the assumption that listening comprehension and reading comprehension support each other's development. When supporting illustrations are included in the listening/reading process, students are further aided in creating meaning from unfamiliar language. Taping their own writing focuses students' attention on communicating in a way which is understandable to their listeners.

II. General Description:

Students listen to a story on tape and look at the story's illustrations. They then write their own versions of the story or their thoughts about the story, and tape what they have written. They critique their tapes and revise them, after which they are presented to the class for their peers' reactions.

III. Materials Needed:

One copy of an illustrated story book for each student
One loose-leaf copy of the book
Audiotape of the story
Tape recorder

IV. Procedure:

1. Play background sounds related to the story (e.g. a rooster crowing for the book, The Rooster).

2. Ask students what they hear/what it reminds them of.

3. Post the loose-leaf illustrations on the board in sequence.

4. Play the taped story. Point to the pictures as the story plays.

5. Post the text under its corresponding picture. Play the tape again, pointing to the text as the story proceeds.

6. Repeat the tape as often as the students request.

7. Without playing the tape, let the students read the text with you as you point to the lines. Point out particular words and phrases which are clearly represented in the illustrations. If students do not join in reading, read to them. Do this as often as they request.

8. Give the students time to look at the pictures and read and think about the story. Encourage them to use you, their classmates, and any other available sources of

language to answer their questions about any aspect of the language used.

9. Ask them for their thoughts about the story. Through this discussion, assess whether or not they understood the story. Clarify any language which they want to understand or key language which you want to get across as part of the lesson.

10. Ask students to write their own versions of the story, or their thoughts about an aspect of the story which is of particular interest to them. Explain that what they write will be taped.

    They can work in pairs, in groups, or individually, and can write stories, reviews, plays, songs, poems, or use any other form they want. Encourage them to be creative, funny, sentimental, or in any other way entertaining, since their work will be shared with their classmates.

11. Now ask students to tape their work. They can choose one of their group to do this, or can organize it in any way they want.

    Encourage them to practice and critique each other before taping, and to critique and revise their tapes after taping. Remind them that their tapes will be presented to their classmates and should therefore be easy to understand. This will focus their attention on pronunciation.

12. Invite students to present their tapes. Facilitate discussion after each groups' presentation. Try to get conversations in English going between the presenters and the listeners. Focus on presenters' choice of topic, form, and ideas expressed.

13. Display students' written versions of the taped work.

V. Variations:

The taped story can be initially presented by posting cut-outs illustrating the story while the tape plays. In this way the story unfolds before the students' eyes, as they simultaneously hear it.

In creating their own texts, students can opt to use pictures of the story with bubbles in which they write their own dialogue. Their taped work would then be in the form of a dialogue.

An alternative to immediately writing in response to the taped story, is for students to draw their reactions and ideas about the story. They can then share those drawings with the class and, with the teacher as a resource, generate the language they need to express their ideas. Writing and taping would then follow. This alternative is particularly appropriate for beginning level students.

VI. Suggested Follow-Up:

This strategy can form the basis for a cycle long project in which students write, edit, tape, critique, and retape their own stories. These taped stories can then be added to our current holdings of taped stories at the Learning Resource Centers.

Encourage students to individually use the taped ESL-AB story books at the Learning Resource Center during regularly scheduled LRC sessions or in the evenings.

Classification : Stories

By : Celsa Alojado
Candelaria Tolentino
Sharon Snyder

Title : Creating Comic Strips

I. Rationale:

Comic strips have an appeal to people regardless of their age, education, and occupation. This, combined with their form, which clearly juxtaposes illustrations and text, makes them very generative language learning materials. They support language development while simultaneously stimulating a liking for reading. It is only a short jump between enjoying reading comic strips and wanting to create them. Many students who might otherwise be reluctant to write, may enjoy writing comic strips.

II. General Description:

Students look at comics strips, interpret the pictures, and read the text. Comprehension is facilitated through group work in which participants prepare for and act out a comic strip of their choice. From this initial exploration of comics, students then move to creating their own comic strips.

III. Materials Needed:

Comic strips

> [Note: Be sure that the comic strips include enough characters so that each student will have a role to play. Also, take care to choose comic strips with humor which is culturally understandable to the students.]

Paper and pencil

IV. Procedure:

1. Begin by asking students whether they like to read comic strips. Ask them what the most popular comic strips are in their home country. Encourage as much discussion as possible.

2. Post one of the comic strips you brought on the board or wall where students can get a full and clear view of it. Explain that this is a popular comic strip in the U.S. Give them time to look at it carefully.

3. Invite them to read the script out loud. If they are reluctant, begin by reading it to them, later asking them to join in.

4. Ask them to share their observations about the strip. If they are reluctant to speak, encourage them by asking questions such as the following, developed by Willie Soriano, for the comic strip, "Andy Capp":

   If you were this man, would you do the same thing?

Do you like this man? Why? Why not? What would you rather be like?
Which of the characters would you want to be?
Do you know of somebody who is like one of the characters in the comic strip? Which one? Why are they similar?

5. Now post the other comic strips on the board or on the walls. Invite the students to look at each of them, and decide which one is their favorite.

6. Ask them to group themselves around their favorite comic strip. If one group has too many or too few students for the number of characters in the strip, ask for volunteers to move to another group.

7. Ask each group to prepare a skit which acts out the comic strip they chose. Each student has a role to play in the skit. Circulate among the groups to assist them in their interpretation of the comic strips. Encourage them to go beyond the text and story line of the original comic strip, if they want.

8. Students then act out their skits. Encourage audience responses and any discussions which arise from them.

9. Ask the students whether they have ever thought of writing a comic strip. What would it be about? Adventure? Romance? Comedy? Elicit from them other comic strip topics, e.g. space, science fiction, kung fu, drama, folktales, etc. Write these categories on the board.

10. Ask each student to choose one of the categories. Group students according to the choices they made.

11. The members of each group now work together to plan the concept and story line of their comic strip. Ask them to include at least as many characters as there are members in the group; each group member can identify with one of the characters.

    This is the beginning of a cycle-lòng or multiple-lesson in which students, in class and out of class, work on their comic strips.

12. On this first day, close the lesson by asking each group to report on its comic strip concept and characters.

    Make some time on successive days for students to work more on their comic strips. Encourage them to work on them at home as well. Provide a time each week when each group´s comic strip is presented to the rest of the class for feedback and peer editing.

13. A collection of students´ favorites can be displayed in an exhibit, or compiled in a class anthology.

V. Variations:

An alternative way to introduce comic strips is to use strips with empty dialogue bubbles. Students fill in the bubbles based on their interpretations of the illustrations.

Classification : Pictures: Photos
By : Trina Reva Fernandez
Title : Photo Gallery

I. Rationale:

Students' background, interests, and sense of aesthetics are highly motivating sources for expression. Carefully chosen pictures tap this source and motivate students to generate language.

II. General Description:

Photos which are aesthetically pleasing to students are hung in the classroom, gallery style. Students view them, discuss their feelings and thoughts, and write about them.

III. Materials Needed:

Sets of aesthetically pleasing photos (scenery or subjects)
Cartolina strips and pentel pens
Paper and pens

IV. Procedure:

1. Prepare the room by posting the pictures on the walls of the classroom, as in an art gallery.

2. Invite the students to mill around the photos for 10 - 15 minutes.

3. Ask them to identify the picture they like most, or which strikes them most.

4. Give each student a strip of cartolina. Ask them to write a title for the photo they chose and to post it below the picture. This could also be done in pairs or groups.

5. Engage the class in a discussion about each picture by asking the title-givers questions such as those listed below. Encourage them to ask questions of each other and to support or challenge each other's choices and opinions.

   Why did you choose this particular photo?
   How do you feel about it?
   Does it remind you of someone or something?
   Where do you think this place is?
   What is s/he (are they) doing in the picture?
   Why did you choose this title for the picture?

6. Ask the students to write about what they feel when they look at the pictures, or about what the pictures remind them of. Encourage them to write about anything that occurs to them, and to use any form they want, such as prose, poetry, or song.

7. Invite them to share their work. Again, this can be done in pairs, groups, or as a whole class.

Classification : Pictures: Photos

By : Celsa Alojado
Candelaria Tolentino
Sharon Snyder

Title : My Favorite Photo

I. Rationale:

When students want to share something they care about, they are motivated to learn the language needed to express themselves. Fellow students are interested in their classmates and will be motivated to understand what they are sharing.

II. General Description:

Students bring their favorite photos to class. If they have no photos, they can bring in any picture which has a particular appeal for them. They share their pictures, express why they are so special, and write about them.

III. Materials Needed:

Student-brought photos or pictures
Back-up photos or pictures for students who don't bring any
Paper and pens

IV. Procedure:

1. Ask students a day or so in advance to bring their favorite photos or pictures of scenes, people, or activities which appeal to them.

2. Ask a volunteer to post his/her photo or picture on the board, or to pass it around for everyone to see. If no one volunteers, present one that you brought.

3. Ask the volunteer to tell the class about the picture (or do this yourself with your picture).

   For higher level classes, ask another student to act as a scribe and write down on Manila paper what the student says. For lower level or reluctant classes, do this yourself.

4. Ask the scribe to read what s/he has written. The volunteer confirms or revises what has been written.

5. Now ask the other students to share their pictures and explain why they are special to them.

6. Ask students to choose one of the pictures brought by a fellow classmate and write a reaction to that students sharing. They can work in groups or individually and put their response in any form (prose, poetry, etc.).

7. When the students are finished, have them share their responses orally. Encourage discussion.

8. Display the pictures and corresponding write-ups in the classroom.

Classification : Pictures: Photos

By : Josie Pajel

Title : Round-Robin Writing

I. Rationale:

Well-chosen pictures motivate students to express their thoughts and feelings. Having students build on each others' writing requires them to read for meaning, to clarify meanings with each other, to make their own writing understandable to readers, and to pull ideas together into a coherent whole in the target language.

II. General Description:

Students choose pictures to write about. Pictures and writing-in-progress are then exchanged and students add to what was written by the previous student(s).

III. Materials Needed:

One photo or picture for each student
Paper and pens

IV. Procedure:

1. Give each student a picture with an accompanying piece of paper.
2. Ask them to begin a story about the picture.
3. Collect the pictures and papers. Distribute each set to a different student.
4. Ask the new students to continue the story. Encourage them to clarify meanings with the previous writer.
5. Exchanges can be done several times, either between pairs, within a group of three or four, or among the class as a whole.
6. Each picture and story is presented to the class by the last writer.
7. Post the pictures and accompanying stories on the wall. Invite students during breaktimes to add to any of the stories.

   Include time in class for students to share their additions and talk about how they got their ideas. This will encourage others to do the same, again involving them in reading for meaning in order to create a coherent text for a future reader.

V. Suggested Follow-Up:

These pieces can be included in a peer editing process and the final piece published in a newsletter or anthology, or presented in an end-of-cycle display.

Classification : Pictures: Photos

By : Josie Pajel

Title : Beyond the Picture

I. Rationale:

Well-chosen pictures related to students background and aesthetic sense motivate them to express themselves. By asking students to imagine the context surrounding what is portrayed in the picture, the enjoyment, humor, or pathos in imagined scenarios further motivates students to express themselves and to listen to others.

II. General Description:

Students imagine scenarios surrounding provocative pictures. They talk and write about their ideas.

III. Materials Needed:

One picture for every two students

(They should involve actions, people, or scenery, and should allow for multiple interpretations.)

[Note: In this strategy, as in others, pictures can be chosen which are related to curricular topics. The priority, however, should be aesthetic quality and student interest.]

Paper and pens

IV. Procedure:

1. Post one of the pictures on the board and elicit students' reactions to it. Following are questions which may help guide the discussion:

   What is happening? How can you tell?
   Where are they?
   Would you like to be there? Why?
   What is the weather like? What season is it? How can you tell?
   What time of day is it? How can you tell?
   What are they talking about? Why do you think so?
   What are they feeling at this moment? How can you tell?
   What are their professions?
   How old are they?
   Would you like to be one of these people? Which one? Why?

2. Write what they say on the board, or ask for a volunteer to act as scribe.

3. Now draw students attention to imagining what is implied by the picture, but isn't shown. Guide questions could include:

   What happened?
   When did it happen?

What caused it?
What will happen next? Why?
Who else is not shown in the picture?
What else is not shown in the picture?

4. Again, write their responses on the board.

5. Then divide the class into pairs. Ask each pair to choose one of the pictures you brought to class and write about it in any form they want, e.g. prose, poetry, dialogue, or song.

6. Students then share their work. Display the results in the classroom.

V. Variations:

The entire set of photos you bring to class could be portraits of interesting looking people. Ask students to choose one they find particularly fascinating and to identify as closely as possible with the person in the photo. Ask them to write about themselves, or about any topic, as though they were the person in the photo. Or, students could work on the portraits in pairs, building up the personality of the person portrayed.

Along with a set of portraits, bring to class prepared tape recordings of various voices. Students listen to the voices and decide which portraits match them. The emphasis here is on encouraging discussion using language related to people and personal characteristics.

VI. Suggested Follow-Up:

As homework, or as part of a subsequent lesson, ask students to relate the scene in the picture to their everyday lives. They can write of a related experience or event that happened in their family or with friends. Their writing can be shared in class and displayed in the classroom.

Classification : Pictures: Video

By : Marina Fe Rodriguez
Sharon Snyder

Title : From Silent Movies to Screenplays

I. Rationale:

Silent movies are the video equivalent of wordless picture books and, as such, provide a context for students to generate and explore language at their current level.

II. General Description:

Students view a silent movie and provide the dialogue or screenplay.

III. Materials Needed:

Silent movie excerpt with a story line
Paper and pens

IV. Procedure:

1. Begin by discussing with students their personal experiences and knowledge regarding the topic of the particular silent movie excerpt you have chosen.

2. Show the movie excerpt without interruption.

3. Ask students how they felt while watching the it. Lead them to relate it to their own experiences. Encourage as much discussion as possible.

4. Show the excerpt again, this time stopping at appropriate points in the story line. Each time you stop, ask detailed questions about what is happening, why, and what the characters are feeling. On the board, write a heading describing the scene and then note down the key language which arises in the discussion.

5. Referring to the headings and language on the board, guide the students in writing a dialogue or screenplay for the characters and events in the first scene.

6. Divide the students into as many groups as there are scenes. Ask each group to write a dialogue or screenplay for that scene.

7. Each group shares what they have written and critiques the other groups' work.

8. Display the resulting write-ups.

V. Suggested Follow-Up:

Students can conceptualize and write their own screenplays for movies they would like to produce.

Classification : Art: Drama

By : Cecille T. Batungbacal
Rosalie Casis

Title : Play Writing and Play Production

I. Rationale:

Play writing and production provide many opportunities for language instruction. Students can produce and practice language for a given situation. It also gives students an opportunity to learn from one another.

II. General Description:

Students write a script on a topic of their choice. They ask for help from resource persons, and use various strategies such as gestures, facial expressions, etc., as a way of expressing what they feel. Students then deliver their lines on cue, and accomplish a variety of tasks which are connected with play production. Following the production, students evaluate their performance.

III. Materials Needed:

Stories by students
Props as called for in the script(s)
Cartolina and crayons

IV. Procedure:

1. Ask students to read a one-act play. (We used one entitled, "I´ll Wait For You.") Facilitate a discussion regarding their ideas about the play.

2. Ask volunteers to act out the play.

3. Encourage students to write a play of their own as homework. (Our students suggested the following as possible topics: Escape from Vietnam, Life in Camp, A Love Story, Life in Vietnam, and Student Life in PRPC.)

4. Students bring their play-drafts to class and share their plot, characters and dialogue.

5. The whole class participates in choosing the play that they will produce together. They also all participate in cast selection and further editing of the dialogue.

6. A date is set for the play´s presentation, and class officers are chosen to take care of the play production as well as to extend invitations to guests.

7. Students then practice, practice, practice.

8. Final touches are added, such as opening remarks by the President of the class and curtain call remarks by the Vice President.

9. The play is presented at ICMC´s Recreation Hall to other classes on the same team and to guests.

V. Variations:

The following approach to play production was contributed by Ernesto Puguon:

1. Present a script in class about a topic of interest to your students.
2. Simulate a theatrical outfit in search of talent to act the play. Students can be a part of this.
3. Put up WANTED signs for students to read and respond to.
4. Audition the students who respond.
5. Select and announce the students to be cast in the roles.
6. Distribute the script to students to memorize their roles.
7. Hold rehearsals.
8. Set up a theatre which includes a ticket booth and seats in different categories.
9. Ask students to invite their friends and other guests to the play. Invitations should be in spoken or written English.
10. Ideally, each part of the process should include students in planning and carrying out the tasks involved.

VI. Evaluation:

The following evaluation refers to Cecille T. Batungbacal's use of this strategy with her students:

The process began on the fifth week of the cycle and continued through the end. Students spent a part of every week, for eight weeks, on some area of the production and were very much involved in all aspects of the play. They generated the language and got to know each other better in the process. Although they quarrelled over the lines and gestures, they usually ended up laughing together.

As the play date approached, everybody did their very best to ensure the success of the play. "We want the play to be perfect," they told me. The most enjoyable part of the process was when we were discussing the dialogue. It was a pleasure to hear the students trying to put their ideas into English. It was time consuming but fun, and the interest level of the students was at its highest then. Deciding on which dialogue to adopt was a lesson in negotiation.

During the play's presentation, we observed that the other students were attentive to what the play's participants were doing or saying, and they reacted appropriately to given situations. They seemed to enjoy watching a play written and produced totally by fellow students.

Classification : Art: Drama

By : Linda Bebit

Title : Cai Luong Through Interest Clubs

I. Rationale:

The "Hai Cai Luong" of Vietnam are musical dramas based on French plays translated into Vietnamese. "Cai Luong," a variation of the "Hai Cai Luong," were developed by the theatrical troupe, "Tan Thinh," founded in 1920. This troupe used Chinese stories as the basis for their musical dramas.

Cai Luong provides an excellent framework for ESL and literacy instruction for Vietnamese students, since it is a form with which they are familiar.

II. General Description:

Students join interest clubs, each of which plays a part in writing and producing Cai Luong. This strategy works best if a number of classes on the team participate in it. That way, one or more teachers can lead each of the interest clubs and students from different classes can learn from each other.

III. Materials Needed:

Videotapes of musicals (e.g. Annie, Sound of Music, Cycle 146 Cai Luong production)
Props as needed, including musical instruments or an audiotape and tape player

IV. Procedure:

1. Show excerpts from American musicals and the Cycle 146 Cai Luong production. Discuss students' past knowledge of and experiences with musical plays.

2. Ask students if they would like to produce Cai Luong themselves. If they show an interest, continue with this strategy. Explain that other classes on the team will also be joining with them in producing Cai Luong.

3. Ask students which aspects of musical play production interest them --- the music, the dance, the script, the acting, or the directing. Invite them to join a group concentrating on the area that interests them most. Outline what each of the groups, or clubs will work on. The four clubs we formed worked on the following:

DRAMA CLUB	SPEECH CLUB
Poem writing	Poem writing
Storytelling/writing	Storytelling/writing
Scriptwriting	Scriptwriting
Casting	Speech composition
Acting	Speech interpretation
Direction/production	

DANCE CLUB	GLEE CLUB
Poem writing	Poem writing
ID'ing favorite dances	Song translation
Story & dance interp'n	Song composition
Choreography	

4. Each club, guided by a teacher or teachers, develops its work according to its members' interests. See the previous strategy, "Play Writing and Play Production," for ideas on how to involve students in generating scripts and attracting audiences.

   The general timeline we designed was as follows:

   Week 1 -- Teachers assess students' interests
   Week 2 -- Students choose clubs and register
   Week 3 -- " " " " "
   Week 4 -- Students elect club officers
   Teachers orient club officers
   Week 5 -- Clubs develop projects
   Week 6 -- " " "
   Week 7 -- " " "
   Week 8 -- " " "
   Week 9 -- Clubs make revisions & practice
   Week 10 -- " " " " "
   Week 11 -- General rehearsals
   Week 12 -- Show time

5. All clubs coordinate their work throughout the cycle, but particularly from the ninth week onward, so that a unified Cai Luong production can be presented during the twelfth week.

Classification : Art: Drama

By : Ben Vacio

Title : Puppet Show

I. Rationale:

Puppets are universally identified with entertainment and have never failed to gain the interest of students. Producing puppet shows engages students in using all of the language arts and language systems.

II. General Description:

Students present a puppet show on stage with background scenes and music. Everyone in the class participates. Two or three students are singers and speakers, one serves as the director, and the others help with script and stage preparation.

III. Materials Needed:

Hand puppets (available at the IMS ESL Materials Library)
Videotape of a puppet show (by Susan Togle, available at the Learning Resource Centers)
"Stage" (a cloth barrier would do)
Guitar, or audiotape and tape player
Manila paper, pentel pens, & crayons

IV. Procedure:

1. Introduce the puppets you´ve brought to class. Show the students how to use them. To further demonstrate their use, show a videotape of a puppet show.

2. Ask students if they would like to produce their own show.

3. Group the students and ask them to write their own stories.

4. Students then present their stories using the puppets.

5. Ask the students to select the story they would like to prepare for a public performance.

6. The whole class now further develops the script they chose, including deciding how the puppets and the stage set will look and what music they will use for background. Lead them in a revision process, focusing first on meaning and later on surface conventions.

7. Various students do oral readings of the script using the puppets. The class chooses which student they would like to cast in each role.

8. Students volunteer to work on puppet making, stage design, and music.

9. The students chosen for the roles practice their lines and their classmates coach them. This is done initially

without the puppets and stage, and later with all the props included.

10. The students prepare and send invitations to the show to other classes, staff, and friends.

11. The class hosts and presents the puppet show.

12. Use the entire experience in later lessons as a basis for discussion and writing.

Classification : Art: Drama

By : Ernesto Puguon

Title : Listening to Radio Dramas

I. Rationale:

Radio is a popular and accessible mode of mass information dissemination and entertainment. Since our students are familiar with it, it can be a good tool for language instruction. In the case of radio dramas, listeners are transported to the world inhabited by the characters portrayed and empathize with or react to the various persons and situations presented. Radio dramas motivate students to listen and can generate a great deal of language in response.

II. Description:

Students listen to a radio play, discuss it, and write responses.

III. Materials Needed:

Audiotape of a soap opera
Tape player
Script of the soap opera
Paper and pens

IV. Procedure:

1. Discuss with students their experiences with radio as a medium for communication and entertainment.

2. Play an audiotape of a radio drama. This could be done in various ways, including:

   Students read the script before they listen to the drama.
   Students listen to the tape without seeing the script.
   Students read the script while they are listening to the drama.
   Students read the script after they have listened to the drama.

3. Discuss with students what they heard. Ask what they think and feel about it, and encourage them to ask any clarification questions they may have about the language used. Some areas which could be discussed are:

   Characters in the drama
   Students' own experiences which were similar to the situation in the story
   Values (What should the characters do? Why?)

4. Ask the students to write about the drama in any way they want. Some ideas you could suggest might include:

   Choose one of the characters and advise them regarding what to do next.
   Write a sequel to the drama.

Pretend you are one of the characters. Write about your feelings.
Which of the characters do you like best? Why?
Tell about your own experience in a similar situation.

5. Ask students to share their work.

V. Suggested Follow-Up:

This strategy can serve as the basis for continuing work on radio dramas, which could in turn involve students in a peer editing process at both the writing and taping stages.

Classification : Art: Drama

By : Danny Garcia

Title : Writing Radio Dramas

I. Rationale:

The radio drama is designed to draw out students´ feelings and their expression of those feelings in English. It is an excellent tool for eliciting language which comes directly from student experiences, all while having a lot of fun.

II. General Description:

Students go through a series of events leading to their producing and editing a taped radio drama.

III. Materials Needed:

Tape recorder and microphone
Blank tape
Paper and pens

IV. Procedure:

1. Come to class with a very long face or with a very big smile, making sure, whichever face you wear, you are ready to tell a story explaining it. Make sure that your expression is so noticable that the students will ask you about it.

2. Tell your story. Make sure that you identify the characters and scenes of the story clearly. In order to make it a natural story telling event, don´t ask comprehension questions about the story you tell, but answer any questions they ask.

3. When you finish your story, encourage the students to share stories of their own. For example, you could say, "OK, Huang, it´s your turn to tell a story." Give them time to think. As the students narrate their stories, don´t stop them or correct their language as long as it is comprehensible to you and their fellow students. Ask clarifying questions, when appropriate, to help them build up their stories.

4. Suggest the idea of taping the stories in the form of a drama. Ask the students to choose the two stories they liked best of those which were told by their classmates. Ask them to keep in mind that the more characters in the story, the more fun the taping will be since more students will be able to take part.

5. Divide the class into two groups, each group including one of the storytellers chosen earlier. Using the storytellers as informants, the group members list who the characters in the stories are and what the scenes are. Each member of the group then chooses the character s/he would like to portray.

6. Working with each group separately, ask which scene of the story comes first and which characters appear in

that scene. Point a microphone at the character who speaks first to get the dialogue going. One member of the group writes what the character says. Continue in this way for all the roles in each scene. Go from one group to the other to be available if they want help.

7. After the scripts are completed, the groups rehearse. At this point, encourage them to infuse feelings in their delivery of lines, and to create the necessary sound effects.

8. Each group then tapes their radio drama. The teacher or an experienced student acts as technician. As one group tapes, the other serves as the audience.

9. After the taping is finished, ask the students to listen to the recordings. It is very likely that the groups will want to do a second taping after their first try.

10. Ask the groups to write the scripts on the board and invite the whole class to help in editing. When the script is polished and, again, well rehearsed, do a second recording.

Classification : Art: Poetry

By : Gilda Garcia
Stella Horfilla

Title : Creating Poetry

I. Rationale:

Poems allow students to hear the rhyme and rhythm of the language, and encourage students to express their feelings using words in ways which are especially meaningful to them. Rhymed poetry is also a way to highlight pronunciation and grapho-phonemic regularities and irregularities.

II. General Description:

Students listen to and read sample poems accompanied by pictures of nature scenes. They then write their poems. The example shown here is haiku, a three line poem with five syllables in the first line, seven in the second, and five in the third.

III. Materials Needed:

Pictures of Nature Scenes
Poems
World Map
Paper and pens

IV. Procedure:

1. Begin by reading and showing in print a simple poem or poems of the type you will encourage students to write, e.g. haiku.

2. In the case of haiku, ask students if they know where this form of poetry developed. Using a world map ask students to locate Japan. (At this point, you can integrate locational language into the lesson, e.g. near, beside, below.)

3. Introduce the word ´syllable´ by showing examples from the poem(s) you presented at the beginning.

4. Group students and give each group a poem. Each group´s task is to write a brief interpretation of the poem and to analyze its structure in syllables.

5. The groups report back to the full class and critique each other´s interpretations and analysis.

6. Now guide the class as a whole in creating a poem of their own. Post a picture you believe will appeal to them and elicit language from them about the picture. Write everything they say on the board. Guide them in adapting their language to the structure of the poem they are creating, in this case haiku.

7. Post a variety of pictures of nature scenes or other pictures you believe will tap your students´ emotions. Invite the students to look at them and choose a favorite.

8. Students can choose to work alone, in pairs, or in groups to write poems of their own based on the pictures they chose. If they want, they can create their own pictures to go along with poems they would like to write on themes other than those in the pictures you brought to class.

9. Finally, the students read their poems in class.

10. Post their work on the walls. These poems can become a part of newsletters or end-of-cycle anthologies.

Classification : Art: Music

By : Celsa Alojado
Candelaria Tolentino

Title : Taped Songs

I. Rationale:

This strategy develops students' ability to use the four language arts: reading, writing, listening and speaking.

II. General Description:

The teacher plays a taped song, the lyrics of which are suited to the students' level. Students listen and silently read the lyrics of the song. Speaking and writing come into play with class discussion of, and writing about, the song.

III. Materials Needed:

Audiotape of a song
Tape player
The song's lyrics on Manila paper or on handouts
Visuals illustrating the lyrics

IV. Procedure:

1. Play background music and display the visuals in sequence.
2. Ask for students' comments about the visuals.
3. Tell students they will hear a song about what is in the visuals. Play the taped song twice.
4. Post or pass out the lyrics. Ask the students to read the lyrics silently as they listen to the tape again.
5. Play the tape a fourth time. This time encourage students to sing along as they read the lyrics. Play the tape as many times as the students request, until they can sing the song fairly easily.
6. Ask questions about the song, students' responses to the song, the types of music they like, etc.
7. Ask students to write a description or narration of the song as they understand it.

V. Suggested Follow-Up:

Ask students to write down songs from their native countries in their native languages. The students sing the songs and explain what they are about in English. Some students may want to translate their songs into English and sing them in English.

Students illustrate their favorite songs and explain why they chose to illustrate them as they did.

Students compose their own songs and present them in class.

Classification : Art: Music

By : Amelia Mendoza

Topic : Curricular Song Writing

I. Rationale:

Students love songs and singing. This interest can be used in ESL instruction by encouraging students to write songs based on any topic taken up in class.

II. Description:

The idea of song writing is introduced through students' writing an English version of a favorite song from their home country. Students then write song lyrics throughout the cycle about curricular topics.

III. Materials Needed:

A popular song from the students' home country
Manila paper and pentel pens

IV. Procedure:

1. Early in the cycle, guide the students in translating a favorite song from their home country into English (for example, the Vietnamese song, "Kia Con Buon Vang").

2. The class sings the English translation that has been written on a sheet of Manila paper.

3. On the same sheet, volunteer students draw a picture conveying the lyrics of the song.

4. The illustrated song sheet is posted on the bulletin board for students to refer to when they are in the mood to sing it.

5. In the days and weeks to come, students write lyrics on any ESL topic they choose, to the tune of "Kia Con Buon Vang," or to other tunes they like.

6. All of these student-made songs can be illustrated by students and posted in the classroom.

   One example of a student-made song is as follows, sung to the tune of "Frere Jacques":

YELLOW BUTTERFLY

Yellow butterfly, (2x)
Fly your wings. (2x)
I see pretty butterfly. (2x)
I sit and I see. (2x)

V. Suggested Follow-Up:

Once song writing becomes a regular form of written expression in class, students can write songs based on books they've read, or on any experiences they've had in class or outside. Encourage them to do this at home as well.

Classification : Art: Music

By : Amelia Mendoza

Title : From Feelings to Colors to Poems to Songs

I. Rationale:

Writing poems and setting them to music is an excellent way to draw out students' ideas, feelings, and interests and to use the language related to them.

II. Description:

Students talk about their feelings and associate them with colors. They write poems about the colors they associate with particular feelings and set the poems to music.

III. Materials Needed:

Colored paper
Manila paper and pentel pens
Paper and crayons or colored pens

IV. Procedure:

1. Ask the students questions which get them to think about how they feel at various times. For example:

   What do you do when you're happy? Sad? Angry? Lonesome? Etc. Why?
   What makes you happy? Etc. Why?
   How do you feel today?

2. Show pieces of colored paper. Ask the students to associate their feelings with the color of the paper. Give an example such as, "When I'm happy I feel like this" (holding up a piece of bright yellow paper). Lead them in a discussion about why they chose certain colors for certain feelings.

3. Read a poem you have written about the color of your own feelings.

4. Ask the class what feeling they would like to write about. Lead them in developing a poem. For example, if the students chose the feeling, "hope," the writing might go as follows:

   Teacher: "What color is hope like?"
   Students: "Hope is the color green."
   Teacher: Writes the response on the board.

   Teacher: "What shade of green is it? Is it vegetable green" (showing an example)?
   Students: "No."
   Teacher: Writes, "It's not vegetable green."

   Teacher: "Is it grass or tree green?"
   Students: "No."
   Teacher: Writes, "It's not grass or tree green."

Teacher: "What shade of green is hope?"
Students: "Mountain green."
"Dollar green."

The completed poem would then be:

HOPE

Hope is the color green.
It's not vegetable green.
It's not grass or tree green.
It's mountain, dollar - green.

5. Students discuss what they wrote. In the class that wrote the above poem, students had an animated discussion as to whether mountain green would be more appropriate than dollar green. They ended up deciding on dollar green. They said they couldn't trade a mountain for food but that they could exchange a dollar bill for something.

6. Students then set the poem to a tune, sing it, and draw a picture about it.

7. Now students work individually, in pairs, or in groups to choose a feeling and corresponding color, and to write poems about it. They share their work with the class, either as a poem or as a song. Encourage them to illustrate their work as well.

8. Display their work in the classroom.

V. Suggested Follow-Up:

Encourage students to write more such poems at home. Provide time in class for them to share what they've done. Post their work. This will encourage other students to write at home as well.

Classification : Art: Music

By : Amelia Mendoza

Title : From Picture Description to Song Writing

I. Rationale:

Music, just like pictures and words, creates mental impressions. These impressions can be elicited in the form of oral and written expression. Such expression can be highly motivating and a lot of fun.

II. Description:

Students describe pictures of scenes from their native country, orally and in writing. They then put their descriptions into the form of song lyrics.

III. Materials Needed:

Pictures of scenery from students' native country
Audiotape of soothing instrumental music
Tape player
Manila paper and pentel pens
Paper and crayons

IV. Procedure:

1. Play soft instrumental music, and ask students to close their eyes and listen.
2. As the students listen to the music with their eyes closed, you describe countryside scenes.
3. Ask students to open their eyes. Show them a picture of scenery in their home country.
4. Ask them to describe the picture in terms of sights, sounds and other sense impressions, and to describe the feelings the pictures evoke in them.
5. Post various pictures of scenery from their home country on the board. (Music is still playing.)
6. Ask the students to work individually, in pairs, or in groups of three (whichever they prefer), and to pick the picture they like best and write about it.
7. After they have finished, turn off the music and invite them to share what they've written.
8. Using one of the groups' work, show students how to pick eight phrases or sentences from their writing that would fit a selected tune. Ask the other students to do the same with their work. (The tune can be one you suggest or one the students suggest.)
9. Singing (solo, duet, or group) then follows. This gives them an enjoyable way to practice the language.
10. Ask the students to illustrate their songs.

11. Compile the illustrated songs in a scrapbook and display them in the classroom library. Refer to them whenever possible and include singing them as a part of lessons from time to time.

V. Variations:

A picture story could also provide the basis for song writing. This idea was contributed by Agnes Foronda.

1. Post the pictures face down on the board.
2. Turn the first one over and elicit from the students language related to the picture. Give them time to think. Write what they say on the board. Then ask them to predict what the next frame is about. Continue in this way for each frame.
3. After the last frame has been viewed and discussed, invite students to retell the story.
4. Now ask them to write the story. They can work individually, in pairs, or in groups, as they choose.
5. Students share their work.
6. Ask the students to choose their favorite story from those presented by their classmates. They then edit it, set it to music, and sing it together. Encourage a student or students to illustrate the song story at home.
7. Post the illustrated song story in the classroom. Encourage students to share it with neighboring classes.

Classification : Art: Music
By : Amelia Mendoza
Title : From Classroom Events to Song Skits

I. Rationale:

Amusing and unexpected incidents often occur in ESL classrooms. They break up the monotony of daily classroom routine and generate refreshing, entertaining exchanges among students. These spontaneous language events can used as a basis for language instruction.

II. Description:

Students write dialogues based on spontaneous situations which arise in class. They set them to music and take various roles in singing them; thus, the term song skit.

III. Materials Needed:

Paper and pens or crayons

IV. Procedure:

Wait for an amusing incident to occur. When it does, turn it into an instructional event in the following way:

1. Listen keenly as students exchange remarks or jokes about the incident.
2. Join the conversation and have fun with the students.
3. After things die down, encourage the students to write, in dialogue form, what they were talking about.
4. Ask them to read what they wrote.
5. Help them set their dialogue to music, or to adapt a known tune to their dialogue.
6. Student volunteers role-sing the dialogues.

V. Evaluation:

Two song skits written by young adult, Level B students in Cycle 145 are presented here. They are based on interactions that arose spontaneously in class when students were in a joking mood, the first during a group writing session, and the second while some students were writing on the board.

ARE YOU HAPPY IN PRPC?

(Sung to the first part of the tune, "My Bonnie Lies Over the Ocean")

Girl: Are you happy in PRPC?
Boy : I'm sad. I miss my family.
Girl: I hear that. I am very sorry.
Boy : Never mind. With you I'm happy.

FLYING KISS

(Sung to the tune of "Happy Birthday To You")

Boy : One girl borrowed my chair.
She did not say, "Thank you."
I said to her, "You are no good."
She just walked far away.

Girl: I did not say, "Thank you,"
And I walked far away.
But I gave him a flying kiss.
He is very happy.

Class: They are very happy.
Maybe they will marry.
She will go to California.
He will go to New York.

V. Suggested Follow-Up:

Student artists can draw and color caricatures of the role singers on the song sheet. The finished product can be posted. During breaktime, students can invite their friends from other classes to sing their song skits with them.

Students can make puppets to role-sing the dialogues, and prepare a performance for each other or for other classes. The making of puppets can be done at home or in class in such a way that it is itself a language event. Language for materials, direction giving, and clarification can be incorporated into the experience.

Classification	:	Art: Drawing
By	:	May Vargas Bethel Ann Cortez Celsa Alojado
Title	:	Line Expression

I. Rationale:

Drawing is in itself an effective form of communication and can motivate students to express in language things they might not otherwise attempt to express. It is also a form of communication which allows students to use native speakers as informants in learning new language.

II. General Description:

Students transform a line, curve, or other geometric shape into some object or scene. They describe what they have drawn and why, and write about it in any form they choose (e.g. story, poem, or song).

III. Materials Needed:

Paper with a line, curve, or other shape drawn in the center
Pencil or crayon

IV. Procedure:

1. Post a piece of paper, with a line or figure drawn at the center, on the board.

2. Ask the students what they think the figure represents.

3. Encourage them to use their imaginations, and to express their ideas using as much English as they can.

4. Demonstrate how one could develop the line to make a clear representation of an object or scene. For example, you could extend it to make a box and draw some background to show that the box is sitting on top of a table. The students guess what you drew.

5. Tell a short story about the drawing you made. Or, the story could be elicited from the students.

6. Post the same geometric line (exactly the same as the first) on the board. This time draw a different object (e.g. a house). Again, have the students guess what it is and tell a story based on it.

7. Distribute paper to each student or pair of students. Each paper should have a geometric line drawing at the center. Ask the students to draw anything they want by extending the line on the paper.

8. Invite the students to talk about what they drew and why. They then write about their drawings.

9. Students read what they wrote and post their work on the bulletin board.

V. **Variations:**

The following variation was suggested by Thelma Laguilles. Instead of bringing to class simple line drawings of geometric shapes, you could bring examples of complex "doodling."

1. Show students several examples of doodles. Ask them to interpret them.
2. Ask students to share the doodles in their notebooks or to show the kinds of doodles they usually make. The other students can guess what they represent.

VI. Evaluation:

In one of Naida Esquero's Level A classes, this strategy arose spontaneously. A student started to doodle unconsciously while listening to the teacher. Another student, who was observing him, suddenly picked up the doodler's paper and said, "Teacher, I see stomach, baby inside!" Everybody showed their agreement by clapping their hands. This was the start of the doodle strategy in that class.

Classification : Cycle Long

By : Celsa Alojado

Title : Interactive Learning Corner 1: Message Board

I. Rationale:

Students love to read messages written especially for them. And, they are motivated to respond to those messages. It's not a big jump from that to initiating written message exchanges.

II. General Description:

A space is allotted on the wall for the teacher to post messages for the class or for individual students, either daily or as the need arises. Students can also leave messages for the teacher or classmates. The messages can be kept secret, can be addressed to a particular student, or can be addressed to the whole class.

III. Materials Needed:

Wall space
Paper and pens

IV. Procedure:

1. Provide a space on the wall for the message board.
2. Introduce the strategy by writing short messages to each student. The messages could be about anything, from students' feelings to assigning classroom tasks such as organizing classroom materials or preparing the attendance sheet.
3. Post the messages on the message board.
4. Call students' attention to the board. Invite students to see if there is a message there for them.
5. The students read their messages. Encourage them to consult you or their peers if they don't understand any part of their message.
6. Check student comprehension by seeing if those with tasks carry through on them, or if those with other messages respond appropriately to you orally or in writing.
7. Encourage students to write their own messages to others and to post them on the message board. If students cannot write their own messages, encourage them to communicate their messages through illustrations. Then help them by providing the language which corresponds to their illustrations. Respond to all students who write to you.
8. If this is introduced early in the cycle, it can become a highly language generating part of the classroom environment.

V. Variations:

Written Conversation:

1. Engage students in written conversations by asking questions in your messages. Students write their responses and ask their own questions of you or others.

2. Extend written conversations into oral conversations by talking to students about the messages you or they wrote. This gives students a chance to explore language they might want to use in writing further messages.

An Open Letter (contributed by Estelita C. San Diego):

1. Post an open letter on one side of the bulletin board. Leave it there for a day or two. If students don´t notice it, call their attention to it. The letter could be something as simple as the following:

> September 10, 1990
>
> Dear Students,
>
> How are you today? Yesterday was Sunday. I went to church. What about you? What did you do? Can you tell me?
>
> Your friend,
>
> Estie

2. Encourage students to respond. The responses could be oral or written.

3. After the initial exchange, tell the students that they can also post on the bulletin board letters they write to anyone in the classroom.

Classification : Cycle Long

By : Ernesto Puguon

Title : Interactive Learning Corner 2: Story of the Week

I. Rationale:

This learning corner helps students in developing their knowledge of English while simultaneously encouraging them to become independent learners. It is also an excellent culminating assessment strategy for language learned related to a topic.

II. General Description:

At the beginning of every week a picture story is posted which is related to the topic(s) to be taken up that week. At the end of the week, students write a text to go with it. Throughout the week, they seek out appropriate language from various sources inside and outside the classroom to use in their stories.

III. Materials Needed:

Picture story
Paper and pens

IV. Procedure:

1. Post a picture story in the story corner on the first day of the week.

2. Encourage students to look at it. Tell them that later that week, they will be writing about it.

3. Throughout the week, refer to the picture story from time to time as language related to it arises from the lesson.

4. On the last day of the week, set aside time for writing, revising, and sharing their stories. Once this becomes a weekly pattern, students may write their stories in advance; then, more time can be given to peer editing during classtime.

V. Suggested Follow-Up:

Keep the stories of previous weeks in a folder in the classroom library. Encourage students to refer to them when, in subsequent lessons, they try to remember the language they want to use. In this way, the stories become another language resource in the classroom.

Save the stories and bind them as a class anthology at the end of the cycle. If there are too many, each student can choose his or her favorite and make further pre-publication revisions.

Classification : Cycle Long

By : Estelita C. San Diego

Title : Interactive Learning Corner 3: Thinker´s Corner

I. Rationale:

Intriguing questions stimulate the mind and draw people into reacting and expressing their reactions.

II. General Description:

Illustrated questions are regularly posted on one section of the wall. The questions can be related to the topic(s) being taken up that week. Students react to the questions orally or in writing.

III. Materials Needed:

Illustrated questions
(For example: Why is a house not a home?)
Paper and pens

IV. Procedure:

1. At the beginning of each week, or several times a week, post an intriguing illustrated question on the bulletin board.
2. Elicit students´ reactions to it.
3. After the first few weeks, when this strategy becomes a part of the classroom routine, invite students to bring in their own illustrated questions. Their classmates respond to them as above. The student who prepared a particular question explains what s/he thinks about it and why s/he finds it interesting.

V: Variation (contributed by Rosemarie Triño):

Instead of illustrated questions, illustrated controversial statements can be prepared and posted on the wall or in learning packets. Students read the illustrated controversial statement, decide whether they agree or disagree with it, and write their opinion about it. Their responses are shared with the class and posted under the illustrated statements. Lively discussion can arise from this strategy.

Classification : Cycle Long

By : Ernesto Puguon

Title : Interactive Learning Corner 4:
What Would You Do If ... ?

I. Rationale:

Students are interested in controversial situations. That interest can generate a great deal of language.

II. General Description:

Students use English to think and talk about controversial situations.

III. Materials Needed:

Situation cards
Paper and pens

IV. Procedure:

1. Think up controversial situations that will draw students into discussion. For example:

   What would you do if...

   you wanted to enroll in adult classes but you had no money?
   your child started experimenting with drugs?
   your husband/wife fell in love with someone else?

2. Write these on cards and post them on the wall in a corner of the classroom labelled: "What If?"

3. Invite students to choose a card and work on it individually or in groups. Encourage students to use you or any other sources in the classroom to find the language they need to express what they want to say.

4. Students then share the cards they chose and their opinions about the situations described. Encourage as much discussion as possible. Writing can follow and written work is posted in the learning corner together with the corresponding situation card.

5. Ask students to bring in their own ideas for controversial situation cards. Post them in the learning corner. These then become the basis for regular controversial situation discussions.

Classification : Cycle Long

By : Ernie Puguon

Title : Interactive Learning Corner 5:
Give a Title

I. Rationale:

Stimulating students' imaginations can result in a great deal of verbal expression.

II. General Description:

Students interpret aesthetically pleasing or humorous pictures and come up with appropriate titles for them.

III. Materials Needed:

Aesthetically pleasing or humorous pictures
Cartolina strips and pentel pens

IV. Procedure:

1. At a regular time each week, post an aesthetically pleasing or humorous picture on a wall display labelled, "Give a Title."
2. Students can work individually or in groups to interpret what the picture of the week is about.
3. Ask them to propose a title which fits their interpretation of the picture.
4. Students share their proposed titles, and discuss their varying interpretations.
5. As a class, students choose the title they'll post above the picture of the week.
6. Encourage students to bring pictures to class that they think would be fun to have as part of this learning corner. Ask them to explain how they interpret the picture and why they find it particularly interesting.

Classification : Cycle Long

By : Rosemarie Triño

Title : Interactive Learning Corner 6:
What Are They Saying?

I. Rationale:

Pictures which show interesting situations with character deep in thought or in the midst of a conversation, draw students into wondering what the characters are thinking or saying. Such pictures can in turn draw students into expressing their ideas about the language "behind" the picture.

II. General Description:

Students create a monologue to go with pictures with single characters, or a dialogue to go with pictures showing multiple characters. They write the monologue or dialogue in cartoon-like bubbles and later act it out.

III. Materials Needed:

Pictures of one or more people and/or animals
Bubble-shaped paper, pens

IV. Procedures:

1. Post on the board a picture or series of pictures showing one or more characters. Act out a monologue or conversation using an animated voice appropriate to each character, all while pointing to the characters in the picture(s). Engage students in a discussion about their interpretations of the picture(s).

2. Now post a different picture on the board. This time, ask the class to write the monologue or dialogue for the picture. Guide them by asking questions such as the following:

   Who is this?
   Where do you think s/he is?
   Why is s/he there?
   What is s/he thinking?
   What is s/he saying to the other character(s)?

   Write everything they say on the board, or have a volunteer scribe do the writing.

3. Place paper cut-out bubbles above each character and ask the students to use the language they already generated, which is written on the board, to create a monologue or dialogue.

   Be sure that the cut-out bubbles do not limit students' language production. You may want to simply use the bubbles to indicate who is speaking, but use the board or Manila paper to write what they're saying. The final bubble can be cut out later to suit the size of the text the students produce.

4. After the class as a whole works through monologue or dialogue writing for one picture, post five to ten other pictures. Invite students to walk around the room and examine the pictures closely. They then choose one they would like to work on.

5. Work can be done individually, in pairs, or in groups. Ask them to write their final texts on bubble-shaped paper and to tape them above the appropriate character(s).

6. Post their finished products and ask for volunteers to role play their work.

7. Reserve a space on the wall for the "What are they saying?" learning corner. Regularly rotate the pictures on display and keep a supply of paper-cut bubbles handy in a pocket on the display. Encourage students to use the corner independently during classtime if they're finished with work before their classmates, or during breaktime.

8. Set aside a time each week to point out new pictures and to share the work done by students during the previous week.

9. Encourage students to bring in their own pictures for inclusion in the corner.

Classification : Cycle Long

By : Rosemarie Triño

Title : Interactive Learning Corner 7:
What Do You Remember?

I. Rationale:

When students recall their past experiences and talk about them, they are by definition using language which is relevant to them and which is based on their own background knowledge.

II. General Description:

Students recall past experiences by viewing pictures of familiar places, events, and people. They then tell about those experiences orally and in writing.

III. Materials Needed:

Photos or pictures of events, people, and places known to the students (e.g. places in camp such as the mango grove, the temple, the church, Freedom Plaza, or places in their home country such as the main market, a famous temple or church, etc.)
Strips of paper
Paper and pens

IV. Procedure:

1. Post several pictures of familiar places, events, or people on the board. Each student chooses a picture s/he would like to talk about.

2. Students write their names on strips of paper and put them below the pictures they chose.

3. Students share their thoughts about their chosen pictures. Encourage them by asking pertinent questions to help them remember important details and to draw out language about their feelings. Encourage other students to ask them questions or to give additional information about the pictures.

4. After all have presented, ask them to write down what they shared about their chosen pictures.

5. Reserve wall space for a "What do you remember?" corner. Feature several familiar, colorful pictures each week. Encourage students to contribute their own memorable photographs to the learning corner.

6. Encourage students to use the corner independently whenever they want. Some students may want to write their recollections at home and bring them to class.

7. Set aside time each week for students to share what they wrote for the corner during the previous week.

Classification : Cycle Long

By : Celsa Alojado

Title : Free Exploration of Reading Materials

I. Rationale:

Through free exploration of reading materials, students experience reading as a source of information as well as pleasure. It also gives the teacher insights into what interests each student.

II. General Description:

Time is allotted for students to explore materials that have been made available in the classroom. They are free to choose any materials they want and to explore them in any way they want, without the responsibility to accomplish a task or report on what they read. Reading materials are placed in an easily accessible place in the room, so that students have free access to them.

III. Materials Needed:

ESL-AB classroom library books
Other books, magazines, newspapers, pamphlets, dictionaries, etc., which relate to students' interests

[Note: Reading level is a consideration in the choice of materials brought to class, but it is secondary to the consideration of students' interests. Materials which seem to be beyond students' language level, but which are of great interest to them, are often well used by students.]

IV. Procedure:

1. Initially set aside one segment to allow students to explore the reading materials. Invite the students to scan the materials and choose what they want to browse through or read. Students explore the text and the illustrations and use their current knowledge to make as much meaning as they can from the materials they have chosen.

2. Encourage students to ask questions of you or their classmates if they want. This is a good opportunity for students to practice using continuing learning language such as: "What's this in English?" "How do you say this in English?" and "Please write it."

3. Encourage students to develop the habit of reading and browsing on their own in their spare time. This can be done by asking them if they've found anything interesting lately, and by introducing new materials when you first bring them to class.

V. Variations:

Another initial approach to book exploration is to give students who have finished their other work, materials to read. Make them aware that there are many other reading materials to choose from if they don't like the one you gave them. Invite them to look at what is available. As above, encourage them to use you and their classmates as resources if they have questions about their chosen readings.

VI. Evaluation:

Soon students will look forward to seeing new materials in class. One of my students used to greet me when I arrived at school with the question, "Teacher, you have new books today?"

Classification : Cycle Long

By : Celsa Alojado
Candelaria Tolentino
Sharon Snyder

Title : Pen-Pal Writing

I. Rationale:

Through seeing the conventional writing of a proficient English user, students can form hypotheses leading them toward conventional English use.

II. General Description:

Students read a pen-pal letter brought by the teacher and discuss it. Students then write to a pen-pal.

III. Materials Needed:

A sample pen-pal letter
Paper and pens
Envelopes

IV. Procedure:

1. Present a pen-pal letter pointing out the personal information contained in it.

2. Read the letter or ask the students to read it silently or aloud.

3. Ask comprehension questions about the letter. Then ask students comparable questions about themselves.

4. Post names of pen-pals on the blackboard. These should be people who have agreed in advance to answer students' letters. Explain to the students that these are the names of new friends they can get to know by writing.

5. Have the students choose a name and write letters telling their pen-pals about themselves.

6. Distribute envelopes for the letters and have the students address them.

7. Collect the letters and distribute them to the pen-pals.

8. This is the beginning of a cycle long exchange between the students and their pen-pals.

9. If possible, arrange for the students to meet their pen-pals at the end of the cycle.

Classification : Cycle Long

By : Celsa Alojado
Candelaria Tolentino
Sharon Snyder

Title : Journal Writing

I. Rationale:

Through seeing the conventional writing of a proficient English user, students can form hypotheses leading them toward conventional English use. Language learning is facilitated when learners communicate their immediate interests and feelings, and, for many people, this can be done more freely in writing than face to face.

II. General Description:

Students read a sample journal entry. They then write their own. The teacher responds in writing to the students' journals. Beginning level students rely heavily on drawings to communicate at the beginning of the cycle, and gradually move toward including increasing amounts of print in their entries.

III. Materials Needed:

Sample of an exchange of journal entries written on Manila paper
Notebook with your introductory journal entry to the class as a whole
Manila paper with the above on it
One notebook for each student

IV. Procedure:

1. Post the sample journal exchange on the board, making sure that the dates are in sequence and that at least three daily entries and their responses are included.

2. Read the examples to the students, or have the students read them aloud.

3. Point out the days and dates. Check comprehension by asking questions about the journals.

4. Distribute the notebooks and say that these will be their journals.

5. Show them your own notebook with an opening journal entry. Read it to them.

6. Show the same entry on Manlia paper, so all can read it easily. Be sure everyone understands what you wrote.

7. Ask the students to write a response to you in their own journals.

8. Collect their journals, respond in each within one or two days, and return them to the students. Set aside time in class for them to write to you again.

In writing your responses, note students' unconventional use of spelling, grammar, etc. and be sure your response includes, in a natural way, the same language used conventionally.

9. Again, collect the students' journals and respond. Continue with this exchange throughout the cycle. Exchanges should be at least once a week.

Classification : Cycle Long

By : Celsa Alojado
Candelaria Tolentino
Sharon Snyder

Title : Daily News Reporting

I. Rationale:

This strategy is based on the assumptions that the background knowledge and interests of the students are two keys to language learning. News reporting builds on concepts which are familiar to students and significant to them.

II. General Description:

Students begin each class by sharing their activities that day or the day before, what is happening at home and in their neighborhoods, news they have gotten in letters from friends and relatives, and news they have heard on the radio or read in newspapers and magazines. They also share their feelings and thoughts about these events.

III. Materials Needed:

Manila paper and pentel pens

IV. Procedure:

1. Students recall what they saw, heard, thought and experienced since the last class. Encourage them to communicate in any way they can, whether through gestures, facial expressions, illustrations, or peer consultation.

2. Help them discover the English they need to say what they want to say. Encourage them draw or gesture and ask you, "How do you say this in English?" Elicit as much information as you can by asking them follow-up questions.

3. After each student shares, summarize that student's news on Manila paper using conventional English *, making sure to mention the reporter's name. For example:

   > "Last night at 7:00 Nhieng saw two Amerasians fighting. They were boxing each other. A policeman came and took them to prison."

   * Or, have a volunteer scribe or each student individually write the news. Writing it yourself in conventional English gives them an additional experience in seeing conventional written English. Their or your writing it just as they say it, helps them link written symbols to their own speech.

4. After everyone's news has been written on the Manila paper, students read the complete news of the day together. Post the sheets so that students can use them as a language resource whenever they want.

Classification : Cycle Long

By : Celsa Alojado

Title : Newsletter

I. Rationale:

Class newsletters can be a source of pride, helping students realize that their efforts in language learning are recognized and appreciated. Knowing that their work might be included in a newsletter is an incentive for students to express themselves and to find out the conventional forms for doing so.

II. General Description:

The whole class works together to publish a newsletter containing news items, stories, and illustrations created by the students. A copy of the newsletter is given to all the students for their own enjoyment and to share with their family and friends.

III. Procedure:

1. Students choose items from the class´ daily or weekly news reporting to include in the newsletter. Illustrations are also included.

   If the students have a class organization, the list of class officials and the plans for the class activities during the cycle can be published.

2. Encourage students to edit each other´s work. If they prefer, each piece can be edited by the class as a whole.

3. Each reporter writes the article in his or her own hand for reproduction.

4. The class as a whole decides how the newsletter will be laid out.

5. Each student gets a copy of the newsletter. Encourage the students to share their newsletters with their families, friends, and pen-pals.

Classification : Cycle Long

By : Jesus P. Mercado

Title : Newspaper Writing

I. Rationale:

Students do many things in the camp, including strolling around, attending parties, playing football, sending off and welcoming friends, watching movies in the neighborhoods, going to coffee shops, cashing checks and selling goods in the market. During breaktime and sometimes even during class, some of them talk about what they did, heard, and saw. Tapping their natural inclination to talk about these daily events, can result in a lot of writing if it is done in a format which excites their interest. Newspaper writing is just such a format.

II. General Description:

This is a weekly activity in which the students are asked to gather in-camp news about sports (basketball, volleyball, football, tennis, darts, etc.), people and events (parties, departures and arrivals, interviews, etc.), movies and videos (movies in the neighborhoods and at the Learning Resource Centers), money and prices in the market (dollar exchange rates, prices of commodities in the markets, prices of food at the Guest House, Mess Hall and Vietnamese Restaurant), accidents, crimes and other events in the camp, as well as student opinions regarding in-camp events. These are written on newsprint and then laid out on Manila paper. The teacher also contributes in some way to every issue of the newspaper so that it is truly the combined effort of everyone in the class.

III. Materials Needed:

Newsprint and Manila paper
Pentel pens and crayons
Tape or paste

IV. Procedure:

First Issue:

1. Show students a selection of newspapers, such as "The Philippine Star," "Philippine Daily Inquirer" and "Manila Bulletin." Hand them out so they can take a close look.

2. Point to the front page of one of the papers. Ask the students what is on the page. Elicit the word, "news," and language about news. Read some simple news with which they are already familiar. e.g. a recent typhoon.

3. Ask one or two students if they have some news to share with the class. If they can't think of anything, remind them of something they said recently which would be an appropriate news item. For example:

> "Yesterday, I think I heard you say .... That's a very good piece of news."

4. Ask the students if they would like to make a newspaper about the things going on in camp. If they are interested, continue.

5. Ask the students to read the names of the newspapers they are holding. Ask them what they would like to name their paper. Write all suggestions on the board. Students then vote for the one they like best.

6. Ask each student to write something they would like to include in their paper. Ask them to share what they wrote.

   If a student says s/he has no news to write or complains that s/he does not know how to write news, guide him or her by asking questions, the answers to which, when written down, result in a news item.

7. Now, pair students and ask them to help each other edit their work. Ask them to look for answers to the following questions in each article: Who? When? What? What time? Where? How many? How much? How did it happen?

   Circulate to help them analyzes their news items.

8. Students write their news on newsprint.

9. Print the name of the class newspaper on a sheet of Manila paper and lay it on a table in the middle of the room. Guide the students in laying out their news.

10. Post the laid out newspaper on the board. Ask each writer to read his or her article. Ask questions about the article and encourage the other students to do so as well.

11. Discuss any words which are unfamiliar to some students. Underline them and ask the students who used them to explain their meanings.

12. Post the class newspaper on the wall. Students can refer to the underlined new words in context.

13. Encourage students to bring their friends from other classes to see their work.

Second Issue:

14. Using newspapers which students can find in camp, ask students to identify the headline. Discuss the purpose of a headline (i.e. to highlight the main news item and to catch buyers´ attention).

15. Ask students to choose the headline for this week´s issue of their paper.

    Continue as for the first week.

Third Issue:

16. In this issue, focus on classifying students´ news into sections, e.g. sports, people and events, movies/

videos, money and prices in the market, etc.

Again, using newspapers which are available in camp, explore with students the different sections of a newspaper.

17. Ask students to classify the articles they write this week into the appropriate sections.

Continue with the process as during the second week.

Fourth Issue:

18. Divide the class into groups according to the section of the newspaper they want to write for throughout the rest of the cycle: Sports, People and Events, Movies/ Videos, Money and Prices in the Market, or Comics (for those who prefer to contribute illustrations).

Point out, however, that even though they become members of one group, they can contribute articles to the other groups.

Continue as during the second week.

Fifth Issue to the Last Issue.

19. Continue to introduce new features, such as students interviewing people in the camp.

20. Encourage students to suggest innovations for the paper throughout the cycle.

Classification : Cycle Long

By : Joel T. Galicano

Title : The Refugee Newscaster

I. Rationale:

Appearing on the screen as a newscaster can be a highly motivating reason to work on one's pronunciation and intonation. Learning how to write news provides an interesting focus for generating language.

II. General Description:

Students learn about the elements of a news story and create their own. They are videotaped as they read their news stories on a simulated "Evening News" broadcast. They then review and critique their work.

III. Materials Needed:

Visuals of pages from a newspaper illustrating the sections of a newsaper
Newspaper section labels
New item written on Manila paper
One copy of a news item for each student
Photographs from different sections of a newspaper
Paper, colored pens, and pencils

IV. Procedure:

1. In the library, students read newspapers. They familiarize themselves with the different sections of a newspaper (e.g. World News, Fashion, Sports, Comics, etc.) and make a list of the sections.

2. Back in the classroom, students report on the different sections they discovered and write them on the board.

3. Post visuals of pages from various sections of a newspaper. Give the students labels identifying the sections and ask them to match the labels with the corresponding visuals. Lead the class in a discussion of what is contained in each of the sections, and which their favorite sections are.

4. Now, focus on the news section. Post a news item written on Manila paper. Ask students to identify the key information in the article. Guide their discussion by listing their responses under the following headings:

   Time
   Place
   Day and date
   People
   Incident

5. Give each student a copy of a news item. Ask them to underline the important items, according to the elements of a news item identified above.

6. Post a news item written on Manila paper. As a class, students read it and categorize the important items by filling out a chart corresponding to the elements.

7. Post photographs taken from different sections of a newspaper. Each student selects one of the photographs, identifies the section of the newspaper in which it should be classified, and fills out a chart of the five news elements, based on his or her interpretation of the photograph. Encourage students to consult you and/or their peers in accomplishing this.

8. Using the information charted, students write a news story, again using you and their peers as resources.

9. Students prepare to be newscasters, using the news stories they wrote. The preparation is done as follows:

   Post a news item on Manila paper on the board.

   Ask the students to read it aloud.

   Read it to the students while they listen to your pronunciation and intonation.

   Ask the students to mark the paper with bars, cutting the sentences into phrases to indicate where pauses should occur when reading aloud.

   The students read the news item aloud, pausing between phrases as indicated by the bars.

   They now prepare their own news stories for reading "on the air." They practice and critique each other's readings.

10. The students read their news stories while being videotaped in an "Evening News" setting and format.

11. The class views the "Evening News," critiques their work, and discusses how they felt and what they learned through this entire process.

V. Suggested Follow-Up:

This strategy can lead into an ongoing, cycle-long news writing or newscasting project. A newspaper, magazine, or complete news telecast can be developed. If this is initiated early in the cycle, multiple issues or productions can be completed during the cycle.

Classification : Cycle Long

By : Elnora Tabios

Title : The Youth Hour

I. Rationale:

Language learning is facilitated when it is based on students' background, experiences and interests.

II. General Description:

Two hours of every Thursday is devoted to language learning based on students' interests and needs.

III. Materials Needed:

Dependent upon the clubs chosen and the lessons planned

IV. Procedure:

1. At the beginning of the cycle, all the teachers on the team assess their students' interests. Based on this, and on the talents and interests of the teachers, a list of possible clubs is generated. Students then enroll in the clubs which interest them most.

   For example, in our cycle there were three clubs, each of which was divided into special areas as follows:

   Home Management Club

   Cooking
   Personal and baby hygiene
   Home decoration
   Grooming

   Sports Club

   Outdoor games
      Football
      Volleyball
      Basketball

   Indoor Games
      Chess
      Mastermind

   Educational Games
      Word factory
      Scrabble

   Arts Club

   Literary
      Song-writing
      Poem-writing
      Story-writing

   Visual Arts
      Painting
      Drawing
      Paper cutting
      Origami

   Performing Arts
      Dancing
      Singing
      Drama
      Puppetry

2. Each teacher on the team chooses a club that matches his or her interests and knowledge. S/he handles the students enrolled in that particular club and prepares the lessons for that two-hour period.

3. Ideally, the orientation and enrollment of students should start on the second week of the cycle so that they have a chance to participate in a variety of

clubs. Students stay in one club for three consecutive weeks, after which they enroll in another.

4. Presentations, instructions, and discussions during club hours are all in English.

5. Student assessment can be built into the club work in many ways, including:

   Writing sports news or acting as a sports newscaster
   Documenting day to day activities in each class
   Talking about one's artwork to a visitor
   Describing the procedure and the ingredients in a newly learned recipe
   Describing the decorations in one's house
   Writing letters, stories, songs, or poetry
   Producing exhibits or performances

V. Variations:

An alternative idea on how to form interest groups was contributed by Abraham Ocfemia, Estelita San Diego, Gloria Gatmaitan, and Karen Delvo:

1. Ask students to bring to class photos or pictures of things that interest them. As a back-up, bring a selection of pictures depicting things people do in their leisure time.

2. Ask the students to post their pictures on the board. Post the ones you brought too.

3. Invite students to go around the classroom and to stop at the picture they like best. This forms the basis for groups.

4. Together with the students, plan how a particular interest can be pursued in class. For example, if the interest is dancing, possible guide questions could be:

   What equipment do we need?
   Where will we dance? Inside the classroom, or elsewhere?
   When will we work on it?
   How much class time will we use?
   When will the final performance be?
   How long will preparation for the final performance take?
   Who will do teach the steps? A student or students? The teacher? A resource person?
   If we need a resource person, how will we find one? [This can lead to letter writing or interviewing.]

5. The groups regularly report to the class as a whole about their progress, negotiate their schedules, and coordinate plans for presentating their club work at the end of the cycle.

Classification : Classroom Management

By : Lourdes Baloyo

Title : Election of Class Officers

I. Rationale:

By choosing and serving as class officers, students establish a stake in what happens in the classroom. This builds their confidence and their willingness to be a constructive part of classroom life. In making speeches and posters, students are motivated to learn the language they need to carry it off successfully.

II. General Description:

Students participate in a campaign to elect class officers.

III. Materials Needed:

Poster-making material
Printed ballots
Ballot boxes
Voting booths

IV. Procedure:

1. Elicit language related to elections by drawing on their knowledge or past experiences. List the responsibilities of each officer. The list should come, as much as possible, from the students themselves.

2. Students nominate candidates for each position. A volunteer records the proceedings and the names of the nominees.

3. Help the nominees prepare campaign speeches. Refer them to the list of officers' responsibilities generated earlier.

4. Students prepare campaign posters in support of their chosen candidates.

5. Nominees make speeches. The other students listen and respond by asking questions of the candidates.

6. Students prepare the ballots.

7. Students vote, count the ballots, and tabulate the results.

8. The winning candidates express thanks and the losing candidates concede defeat.

9. Students prepare a small ceremony to induct the elected officers. Social language is integrated here.

10. The class officers play their given roles throughout the cycle as outlined in the list of responsibilities. Alternatively, a mid-cycle election can be held so that other students have a chance to take on responsibility.

Classification : Classroom Management

By : Cora Alcalde
Angelita Gonzales
Liza Revita
Alejandrino Dizon
Mila Bona

Title : Building Classroom Expectations

I. Rationale:

Some of our students have had little or no school experience and are unaware of how inappropriate their behavior in the classroom is. This strategy raises their awareness of how people are expected to behave in school.

II. General Description:

The teacher presents a picture story about inappropriate student behavior. Students then compare their ideas about appropriate behavior with Filipino expectations and come up with a list of expectations for their classroom at PRPC. They then interview Americans to find out what the expectations in the U.S. are.

III. Materials Needed:

Picture story
Manila paper

IV. Procedure:

1. Present a picture story about classroom behavior, showing one picture at a time.

   Frame 1: Students are inside their classroom a few minutes before the class starts. The teacher is not yet in. Some students are chatting, others have their feet on their desks, and some are throwing paper airplanes.

   Ask: What time is it?
   Has class already started?
   Where's the teacher?
   What are the students doing?

   Frame 2: The wall clock shows 7:00. The teacher is coming in. The students continue their actions.

   Ask: What time is it now?
   Did the students stop what they were doing?

   Frame 3: The teacher stands in front of the class, greets the class, and waits for the students to return the greeting. But they don't pay attention to her.

   Ask: What's the teacher doing?
   What should the students do?

2. Ask the students if the same situation occurs in schools in their home country. Encourage discussion by asking questions such as the following:

What do students in your country do when their teacher comes into the room? What does the teacher do?
What do the students do when they want to go out of the room?
What do they do when they want to borrow something from the teacher ?

3. As a whole class make a chart showing the differences in expected school behavior in the Philippines vs. in the students' home country. This can be done in groups in higher level classes.

   On one side of the board, write some of the behaviors expected of Filipino students and teachers in the classroom. On the other side of the board, label two columns as follows:

Similar	Different

   Ask the students to think about each of the Filipino classroom expectations you wrote down and to compare them with the expectations in their own cultures.

4. Use the resulting chart as a springboard to discuss what students think proper classroom behavior at PRPC should be. Write down all of their ideas on Manila paper.

5. Lead them in a discussion about their suggestions. Together, come up with a final list. This list is posted in the classroom and can be referred to throughout the cycle.

6. As homework, ask students to interview Americans in camp to find out what expected behavior in schools in the U.S. is.

Classification : Classroom Management

By : Jessie Ponce
Joe dela Cruz
Violeta Amolar

Title : Classroom Rules By Consensus

I. Rationale:

Students are less likely to be disruptive in class if they feel that they have helped to structure its environment and expectations. This strategy engages students in setting their own rules for the class. It is best done at the beginning of the cycle before problems arise, or when the teacher feels that a crisis in the classroom is imminent.

II. General Description:

Students identify problems in various situations. They discuss problems that come up in the classroom and agree upon rules and sanctions for their own class.

III. Materials Needed:

Visual of a worried person

Visual of the inside of a refugee billet

This visual shows a refugee billet with twelve or thirteen people in it. The room is crowded, noisy, and has a lot of other problems.

Visual of the inside of a PRPC classroom

This visual shows a classroom in which students are smoking, eating, sleeping, and talking to each other while the teacher is trying to teach.

Paper and pens

IV. Procedure:

1. Post the visual of a worried person. Ask questions that lead to the students understanding the word, ′problem.′ For example:

   Why do you think he is sad?
   What is he thinking of? Why do you think so?

   Write down the students′ answers on the board and use them as examples of problems. Ask students what they do when they have such problems.

2. Post the visual of the billet situation. Let the students identify the problems they see in the picture. Ask them if they also have these problems. Help them identify possible solutions.

3. Now post the visual of the classroom situation. Point out that the problems in the classroom involve both the teacher and the students. Discuss the problems portrayed in the visual. Ask them if there are other

common problems in their own classroom. Write down everything they say.

4. Students work in groups to come up with solutions for each of the problems identified above.

   A chart such as the following might be helpful:

Problem	Solutions
Smoking in class	Smoke during breaktime Do not smoke in class Stop smoking

5. When the groups are done, post their work on the board and let them compare their solutions for each problem. Ask the class to choose those solutions they want to adopt for their own classroom:

   > "So ... we will not smoke in class. We will smoke during breaktime. Okay, Minh? Okay, Tan? Okay, Duc? I will not smoke. You will not smoke. Okay?"

   Come up with an overall chart that lists all the problems identified and the solutions the class adopted.

6. Discuss sample situations, such as: "What shall we do if Quang smokes in class?" Based on students' responses, come up with a class consensus as to the most appropriate sanction for violations of the agreements. Emphasize to the students that these are their ideas and that they will be responsible for following them. Add a column for the sanctions in your overall chart.

7. This chart can become the code of discipline for the class. Display it on the board. As other problems come up during the cycle, add them to this list and follow the same approach of getting the students' consensus on solutions and sanctions for the problems.

Classification: Classroom Management

By : Antonina Jaico

Title : Conflict Resolution

I. Rationale:

Classroom management problems can become opportunities for language learning.

II. General Description:

Upon being confronted with a teacher-student conflict, the supervisor managed to turn the situation into a language activity by drawing out student concerns and feelings.

III. Materials Needed:

None

IV. Procedure:

1. When a teacher-student conflict arises, ask questions of the teacher and the students separately to clarify the situation.
2. Facilitate a session with the students in which you ask them for ideas on how to resolve the situation.
3. Ask the students choose the solution they think is best.
4. Present the chosen solution to the teacher for his or her reaction.
5. Arrive at an agreement or contract that both the teacher and the students are willing to work on.

[Note: The teacher is free to respond at any point.]

V. Suggested Follow-up:

Continue daily informal conversation with students to maintain a rapport with them. Come up with relevant strategies for preventing a recurrence of the problem.

VI. Evaluation:

After the session with them, the students told me, "Thank you, now we understand, now we know why."

Classification: Classroom Management

By : Antonina Jaico

Title : Courthouse

I. Rationale:

Student problems can become the basis for language learning.

II. General Description:

On one occasion when the supervisor came to the class, the students were discussing the case of a student who had been jailed for using another student's documents. The supervisor then decided to set up a mock court to review the case.

III. Materials Needed:

Paper and pens

IV. Procedure:

1. Ask the students to describe the major points of the case.

2. Ask for volunteers to act as defendant, complainant, attorneys, and judge. The rest of the class acts as the jury.

3. The attorneys present the case, the defendant gives his account, the jury decides on a verdict, and the judge passes sentence.

4. Students then write a narrative of the incident and the trial.

Classification : Classroom Management

By : Marietta Amular
Ernesto Puguon
Yolanda Bello
Elaine Remigio

Title : Building Camaraderie Among Students

I. Rationale:

This strategy aims to build feelings of belongingness among students. It is especially appropriate in classes where there are students who are withdrawn and disinterested.

II. General Description:

Students view and talk about a picture. They then draw an extension to the picture. Every member of the class takes part in creating the larger picture.

III. Materials Needed:

Picture (one of the Picture Talk series, available in the Learning Resource Centers, works well)
Manila paper and colored pens

IV. Procedure:

1. Mount a picture on Manila paper, making sure it occupies the center. The Manila paper should be large enough to allow quite a bit of drawing on each side as well as above and below.

2. Asks students questions to get them to think beyond the picture. For example:

   Where do you think the people are?
   Are there more people standing behind the characters?

3. Ask students to use their imaginations and draw an extension to the picture. Be sure that every member of the class contributes to the drawing.

4. Ask each student to explain his or her part of the drawing.

5. Post it in the classroom. Encourage students to create cooperative drawings on their own.

Classification : Classroom Management

By : Carlina Mendoza
Sheila Javier
Luz Vital
Erlinda Agbayani

Title : Why Study English Now?

I. Rationale:

Some of our students think that they'll have plenty of opportunities to study English once they get to the U.S., and are therefore not motivated to study while they are in PRPC. This strategy is an attempt to get them to think of the consequences of wasting their time here. It is especially appropriate for classes with students who are frequently absent, or who come to class sleepy after having partied the night before.

II. General Description:

Students read a letter written by a resettled refugee who regrets not having studied English more seriously while in the PRPC. They then write a reply.

III. Materials Needed:

The following letter, written on Manila paper:

Dear Teacher,

It took me sometime to write you about my problem. I don't write you a long time because my work schedule very busy. I go to work 9:00 A.M., I go home 5:00 P.M. Then, I go ESL class 6:00 P.M. - 8:00 P.M. Sometimes I eat dinner very late already. I always very tired. Do you remember my dear teacher I always absent and always sleeping in your ESL class? You always very angry. I tell you never mind. I am sorry my teacher. Now my life in America very difficult because I speak very little English. I like to tell your students study very well. English very important. Good luck to you.

Your student,
T.V.Nguyen

IV. Procedure:

1. Introduce the lesson by saying that you are going to share a letter written by a refugee who passed through PRPC and now lives in the U.S.

2. Post the letter and read it to the class.

3. The students read the letter.

4. Lead the students in a discussion of the letter's contents. Guide questions could include:

   Why did Thanh write?
   What is his problem?
   Did he feel sorry for not studying well?
   What did he tell other refugees to do?

Do you think what Thanh said in the letter is true? Why?

5. Students work in groups to answer the letter.

6. Each group assigns a representative to present their answer.

7. The other groups question the presenting group, which in turn defends its answer.

Classification : Classroom Management

By : Helen Sta. Maria
Estrella San Diego
Carlito Villanueva
Jorge Pajarillo
Marily Sasota

Title : Why Learn English?

I. Rationale:

Many of our students are anxious to the extent that it interferes with their studies. This strategy aims to reduce that anxiety to some degree by getting students to articulate their feelings and to set short term goals for their time in PRPC.

II. General Description:

Students view pictures of a refugee in PRPC and in the U.S. Based on their discussion of his case, they write about their own feelings and make short term goals stating what they want to accomplish while they are in PRPC.

III. Materials Needed:

Picture of a refugee in PRPC thinking

> A refugee in an ESL class looks outside the window while the rest of the class is busy and engrossed in the lesson. He looks withdrawn, confused, anxious. A bubble is drawn above his head to indicate he is thinking.

Two picture stories of the same refugee, now in the U.S.

> At work: He arrives late; his supervisor talks to him; he thinks about his situation.
>
> At work: He is given instructions; he does otherwise; he thinks about his situation.

IV. Procedure:

1. Post a picture of a refugee thinking. Elicit students' thoughts about the picture by asking question such as:

   Who is s/he?
   Where is s/he?
   What is s/he feeling? Why do you think so?
   What does s/he do for a living?
   What is s/he thinking about?

2. Divide the class into groups and distribute the picture stories to the groups. Tell the students that the pictures are about the same refugee but now he is in America.

3. Ask the students to imagine what his problems and feelings are now, as portrayed in the pictures, and what will happen to him next. Ask them to propose

solutions to his problems.

4. The groups then post their pictures and a representative reports on their ideas.

5. Now ask students to individually write about their own feelings and what they believe they need to do in order to be happy. This can be the beginning of cycle long journal writing.

6. Make a contract with each student which details what s/he would like to accomplish before the ESL cycle ends.

7. Encourage students to write about their thoughts and feelings every day.

Classification : Classroom Management

By : Marina Fe Rodriguez
Ulysses Diadula
Rose Cabrera
Pedro Aycocho

Title : Choices and Consequences

I. Rationale:

At times our students act in ways which do not seem to take into account their potential consequences. This strategy focuses their attention on choices they may make for immediate pleasure, but which result in unpleasant consequences. In the process, a lot of language is generated, and the teacher gains insights into how students perceive their actions.

II. General Description:

Students discuss a picture story showing a potential walk-out. They talk about the choices they would make in that situation and the possible consequences of those choices.

III. Materials Needed:

Picture story showing the following:

Frame 1: Teacher starts the class.
Frame 2: Outside, Pi Mi Lao celebration is going on.
Frame 3: A student stands up and asks the teacher if they can go out and join. The teacher says no.
Frame 4: While the teacher is teaching with an expression of frustration, the student keeps on distracting others. He goes outside.
Frame 5: He beckons the others to join him. The teacher tries to keep the students from leaving the room.
Frame 6: A question mark.

IV. Procedure:

1. Post frames one through five of the picture story.

2. Elicit language from the students about the pictures by asking questions such as the following:

   What do you think is happening?
   What are they talking about?
   Why is this happening?

3. Ask the students how they would feel if they were in the story. For example:

   What would you do? Why?
   What do you think would happen then?
   How would you feel?
   Is this similar to any problem we've had in our class? How? How did you feel about it?

4. Show the sixth picture, with the question mark. Ask them what they think may happen next. Discuss possible consequences and possible solutions.

5. Choose one of the following, or some other strategy, to provide additional experiences in using the language learned:

   Role-playing the story
   Dialogue-writing
   Journal writing [This is particularly effective.]

V. Suggested Follow-Up:

Continue journal writing exchanges with your students regarding classroom situations and the problems underlying them. This will not only develop students' language, but will serve as a tool for discovering their perspectives.

Classification : Classroom Management

By : Maribeth Bacarro
Roma Bito
Ellaine Arquillano-Lot
Norma Sayno

Title : "The Impolite" (A Drama)

I. Rationale:

This strategy makes explicit discussion of bullying classroom behavior possible.

II. General Description:

Students listen to an audiotape of a drama in their native language or in English. They then share their thoughts about what they heard and arrive at some rules for their own behavior in class.

III. Materials Needed:

Audiotape of "The Impolite" in the native language or in English. It is about a student who is disrespectful to his teacher and classmates.

IV. Procedure:

1. Begin by saying that today they'll be listening to a recorded drama, and that they will discuss what they think about it afterwards.

2. Students listen to the drama.

3. Students work in groups to express what they think about the drama. Guide questions could include the following:

   Did you like the drama? Why? Why not?
   What was it all about?
   Who are the classmates in the drama?
   What kind of people are they?
   What was the problem?
   What did Hoa's classmates think about him?
   If you were his classmate, how would you have reacted to him?
   What would you do to help him?
   If you were his teacher, how would you deal with him?

4. Group representatives report to the class as a whole regarding what they discussed.

5. Ask the students to identify some of the problems that come up in their own class and to suggest possible solutions.

6. As a whole class, formulate classroom rules and regulations. [See the strategy, "Classroom Rules By Consensus," for ideas on how to do this.]

TOPICAL STRATEGIES

TOPICAL STRATEGIES

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Classification : **Continuing Learning -- Meta Unit**

By : Celsa Alojado
Candelaria Tolentino
Sharon Snyder

Title : Card Strategy

I. Rationale:

This strategy is based on the assumption that students are motivated to learn the language for things of significance to them. It is also based on the belief that students of ESL should be helped to learn strategies to continue learning English on their own. Three ways to use English speakers as informants are incorporated in this strategy: 1) simply asking, "How do you say this in English?" 2) drawing the item or action on paper, labelling it in the native language, and asking for the language in English, and 3) acting out the concept. These ways of communicating give students options in coping with many situations, and in learning more English on their own.

II. General Description:

This is a language building and storing strategy. Using an index card or other piece of paper, students draw, write in their native language, or act out anything they want to know how to say and write in English.

III. Materials Needed:

Index cards or other pieces of paper
Pens or pencils
An index card box, envelope, or other appropriate container

IV. Procedure:

1. Begin by demonstrating the strategy. Draw on an index card an item you want to know in the students' native language. Also write down the item in English.

2. Approach one of the students and show him or her the card, asking, "What is this in Vietnamese/Lao/Khmer/Chinese?" or, "How do you say this in Vietnamese/...?"

3. As the student says it in his or her language, write it on the piece of paper as it sounds to you. If the student is literate in his or her native language, hand him or her the card and ask, "Please write it."

4. Point out to the students all the symbol systems you have used on your card:

    1) a drawing,
    2) the item written in your language (English),
    3) the item written as it sounds to you in the language you are learning (the new word(s) written according to English orthography),
    4) the item written in the script of the language you are learning (Lao, Vietnamese, Khmer, or Chinese orthography).

5. Ask the students to do the same for words they would like to learn in English. Adapt your expectations to the level of the class. For example, students who are not literate in their native language would use only drawings and the English word(s).

   Encourage students to use the requests: "What´s this in English?" and "Please write it."

6. The students keep their cards for reference and study, or for whatever purpose they would like.

7. Use the insights you gain about what students are interested in and what they want to know in English when planning subsequent lessons.

8. Refer often to your card file and encourage them to use theirs frequently as well.

V. Evaluation:

One concrete example of relevance in language learning was Bounthong´s belt. On the first day of class, Bounthong´s pants almost slipped down his legs. He was concentrating so intensely on the task at hand that he didn´t notice his pants were slipping. The students saw it but they were tongue-tied by the effort to suppress their laughter. Bounthong managed to catch them as they slipped down his hips. During the second or third day of doing the card strategy, Bounthong brought to class a strip of paper with a drawing of a belt. He wanted to know the name of that item in English.

Classification : Continuing Learning -- Meta Unit

By : Candelaria Tolentino
Thelma Laguilles
Herminia Arroyo

Title : Environmental Print

I. Rationale:

Environmental print is a rich source for learning language. This strategy builds students' awareness that they can continue learning English on their own by using the context of signs and other print they see around them to make inferences about what that print means. When combined with the Card Strategy, it gives students a valuable means for continuing learning.

II. General Description:

Students learn how to learn English from environmental print.

III. Materials Needed:

Labelled items commmon in students' everyday life

IV. Procedure:

1. Encourage students to bring to class items they have bought, or words they have copied from products or from signs around camp.

   Also bring to class your own containers of familiar products, such as empty noodle packets, soap wrappers, toothpaste tubes, etc.

2. Display them on a table where everyone can see them.

3. Invite a student to pick up one of the items and ask what it is. Convey the question by word or by gesture. The student may respond likewise. [Note: Gesture is in itself an important communication and continuing learning strategy.]

4. Ask the class if they agree with the student's answer, saying "Yes? No?" while nodding or shaking your head. Once the object has been identified and understood, bring the students' attention to the most prominent word on the label.

5. At this point, proceed as in the Card Strategy.

6. Students may have brought items with labels which do not identify their contents. Toothpaste tubes, for example, seldom display the word "toothpaste" but more often carry brand names. In such cases, ask the students to read the labels, and then group together the items with similar uses. The Card Strategy is then based on the language for the categories.

   The students need not master all the words they encounter that day.

7. Keep the items as part of the classroom display for future reference. This can be especially useful as the different topics in the curriculum are explored throughout the cycle.

8. Encourage students to continue bringing in items they find of interest. Also encourage them to use resources outside the classroom to find out on their own what the language they encounter in the environment means. They then report their discoveries to the class. Set aside a time each day or each week for reporting.

V. Suggested Follow-up:

Prepare a box of cards to be used with the whole class. As they learn new words, write them on a card and place them in the box. As the file grows, show the students how to alphabetize the cards. In Level A classes, you might want to focus on alphabetizing by first letters only. Later, the students can file the new items by themselves and can alphabetize their personal card files.

Classification: Continuing Learning -- Meta-Unit

By : Tessie Padilla
Cyril Rios
Norma de los Santos
Plutarca Reyna
Patricia Castigador
Naida Esquero
Norma Morata

Title : Learning in a New Setting

I. Rationale:

There are limitless learning possibilities outside the classroom. Meeting people in a new environment gives students the opportunity to make new friends, ask questions and write down personal information about their new friends, to write down familiar and unfamiliar words in the environment, and to report orally and in writing their impressions of the trip.

II. General Description:

Students visit PASS and complete various assigned tasks while there. Afterward, they report on their experiences.

III. Materials Needed:

Transportation
Pencils and paper

IV. Procedure:

1. Assign students tasks to complete while at PASS. Tasks could include noting camp landmarks as they go to PASS, writing down personal information about people they meet there, recording language they encounter, recording their impressions of the school grounds, visiting the library or computer room and recording what they see and do, and interviewing PASS teachers or supervisors about the program.

   Be sure to make arrangements well in advance with PASS and with Motorpool.

2. Students take the bus to go to PASS. If you want, you can simulate commercial bus services by having students drop correct change (e.g. $0.75 in toy money) in a toll box beside the bus driver as they enter the bus.

3. Upon arriving at PASS, students go to classrooms, the library, the computer room, any current exhibits, etc., as agreed upon by PASS.

4. Students work on their tasks by writing down language in the environment, interviewing people, visiting exhibits, manipulating computers, etc.

5. Students meet at a pre-arranged time at the bleachers on the football field. Lead students in games and songs to create a relaxed atmosphere. Begin to process what students experienced during their visit.

6. Continue processing back in the classroom. Students talk about what they saw on the way to and from PASS, about their new-found friends, and about their impressions of PASS. They then write about, "My Visit to PASS."

7. Display their work in the classroom.

V. Evaluation:

Some students not only looked for friends; they also searched for their sons and daughters and proudly introduced them to their teachers. One woman pointed to a drawing and said, "Teacher, drawing son this." She later informed the teacher that her son's drawing had been awarded First Prize.

The Level A students were proud of their accomplishments in writing friends' names, addresses, marital status, age, nationalities, etc.

Students also gained a clearer perspective of where their children, brothers, and sisters study, what they do, and how many things there are in the camp to learn from beyond the confines of their own classrooms.

Students were excited to ride the bus since, for many, it was their first time to travel around the camp. On the way, many oh's and ah's were heard when ICMC, ICM, JVA, the post office, the hospital, CMHS, WO, the church, and other places were pointed out to them. On the way back, they themselves pointed out the above places to seatmates who hadn't retained the identification of the buildings.

Students' interest in accomplishing assigned tasks in subsequent lessons was heightened, since they realized that their assignments would not only require them to go places and talk to people, but also to report to the class and write about their experiences.

Following are some of the students' comments:

> "Today, I talk to you about PASS. Oh, very very beautiful. Not the same with class ESL/CO."
>
> "PASS is very big. Many buildings. New. Many people. I am very happy."
>
> "There are 19 buildings in PASS. There are 24 classes going on."
>
> "There are seven mountains around PRPC. I read it at the library in PASS."
>
> "I played computer. The same teacher. Score 0-0. Then 17."
>
> "Many, many beautiful pictures. Very nice teacher."
>
> "Oh! Many Americans. Many students, many teachers."
>
> "I have two friends. One is American. She is Diane. She has long hair. She is big. She is a photographer."

"I meet a friend of sister. Many pimples. Not handsome. She likes my sister very much. My sister no. Not handsome. No good."

"I feel sad. ESL/CO very old. PASS new. Very beautiful."

"Oh, teacher, many, many words. Cannot understand."

"Oh, thank you, teacher. Come again."

Classification : Continuing Learning -- Meta-Unit

By : Sofie Balongag
Virgil Reyes
Gumersindo Rubiano
Lucy Evangelista
Henrietta Peñaflorida
Mila Bona

Title : Students as Teachers

I. Rationale:

Adult students bring a great deal of knowledge to any learning situation. Many of our students may not realize or value the knowledge they have. This strategy attempts to build students' confidence in themselves as knowers. It is hoped that this confidence will extend to a heightened confidence in themselves as language learners.

This strategy is also an excellent way to base second language learning on students' knowledge and interests.

II. General Description:

Students discuss their special skills and demonstrate them to their classmates. While each student or group of students demonstrates a particular skill, the other students observe, ask the demonstrator(s) questions, and later discuss what they saw and write about it.

III. Materials Needed:

Dependent upon the demonstration

> [Be sure all materials and tools are cleared with you first, since some might need special handling.]

IV. Procedure:

1. Find out what special skills your students have. This can be done in the context of discussions about jobs or hobbies.

2. List students' names with their special skills beside them. All students should have something beside their name, e.g. sewing, carpentry, gardening, dancing, etc. Ask the class which of the skills they would like to know more about. They will probably identify several.

3. Ask the students with those skills if they would be willing to demonstrate them to their classmates. Tell them that you will help them plan how to do it.

4. Schedule the demonstrations to coordinate with other things you are doing during the cycle. For example, a sewing demonstration could be scheduled to coincide with lessons on shopping and clothing, while a carpentry demonstration could be scheduled to coincide with lessons on household furnishings.

5. Encourage students to work together on demonstrations. Be there as an adviser, helping them find the materials

they need and working with them on the language they need to explain what they are demonstrating. Their explanations should include language about the materials and tools needed, and the steps involved in using them.

6. Work with them on a dry run of the demonstration before they present it to the class.

7. During the class demonstration, you or a student act/s as the Master of Ceremonies. Introduce the demonstration, facilitate the questioning from the audience, and ensure that students understand what the demonstrator is saying. Write down unfamiliar words on the board as students ask about them.

8. After the demonstration, lead the students in a discussion about what they saw. Clarify any language which is still unclear to them.

9. Now ask the students to write about what they observed.

V. Evaluation:

In Cycle 90, two students demonstrated their skills to the rest of the students on the team. One demonstrated soap making and the other showed how to make tomato candy. While most of the questions and comments were positive, some students later boasted that they could do better than the demonstrators: "Teacher, soap no good! My husband makes very good soap in Vietnam." "Teacher, I can cook tomato candy better. I put calamansi. I put vanilla, I put leaves, taste good."

Classification : Continuing Learning -- Meta-Unit

By : Richard Cleveland
David Ingels

Title : Dilemma Stories

I. Rationale:

Dilemma stories pose problems which require consideration of options and their consequences. Their instructional use involves students in developing language related to expressing problems, weighing options and making decisions. Familiarity with such language will help our students access services once they are in the U.S. and will, it is hoped, help them achieve their goals.

II. General Description:

Students read a dilemma story and think about possible solutions to the dilemma. There is no single right answer. Various formats can be used to involve students in expressing their opinions, including discussion, debate, writing, and role-playing.

III. Materials Needed:

Dilemma story with or without text

IV. Procedure:

1. The students read the dilemma story as a class, in small groups, or individually. If the story is without a text, the students create the text based on their interpretation of the pictures.

2. Assess their comprehension by eliciting their past experiences in relation to the dilemma story.

3. Encourage students to express their opinions about the dilemmas, possible solutions, and the consequences of those solutions. This can be done in many ways. The four ideas presented here can be combined in various ways and can be used with almost any topic which arises.

3.1. Discussion

Draw a grid as follows:

	Advantages	Disadvantages
Options:		
1.		
2.		
3.		
:		

Using the grid, lead the students in a discussion of the characters' options and the advantages and disadvantages of each. A student, rather than you, could act as scribe.

3.2. Debate

Building on a grid of options such as the one above, students group themselves according to their preferred option. Some students are in a group which judges the debate.

Each group explains the reasoning behind their choice and why that choice is the best. The groups challenge each other´s ideas by asking questions.

The judging group makes a decision and explains its choice.

3.3 Writing

Students write their own dilemma stories situated in PRPC or in their home country and share them with the class. Classmates suggest solutions to the problems.

3.4. Role-plays

Ask for volunteers to act out the dilemma´s story line.

In groups, students write a continuation of the story. They indicate what the characters chose to do and what the consequences were. The continuations are also acted out.

Classification : Continuing Learning -- Meta-Unit

By : Celsa Alojado
Candelaria Tolentino
Sharon Snyder

Title : Experiential Learning

I. Rationale:

Language learning is facilitated by direct experience.

II. General Description:

Students go on a field trip related to a particular topic in the curriculum, e.g. shopping, health, housing. They talk to people at the location they visit and participate in the normal activities which occur at that location, e.g. a dental check-up at the dentist's office. They take notes on the way there and at the location, discuss their observations after they return to class, and write about their experiences. Locational and directional language are developed as well as language related to the particular experience planned.

[NOTE: This strategy requires careful coordination with the agencies and individuals to be visited.]

III. Materials Needed:

Dependent upon the field trip

IV. Procedure:

1. A week prior to the field trip, discuss with the students what place in camp they would like to see and learn more about. Since this strategy can be based on a variety of topics, it can be done at any point in the cycle.

2. Lead students in a discussion about the place they have identified. Encourage them to say as much as they can about it by asking questions such as:

   Where is it located?
   How do you get there?
   What happens there?
   Why are you interested in going there?

3. Before leaving on the day of the field trip, ask the students to take notes (either written or drawn) on what they see on their way to and from the location and on what they experience at the location. Explain that they will be reporting on the trip after they return to class.

4. During the field trip, remind the students from time to time to record what they see and what they do. This can be done by pointing things out, by taking notes yourself, and by comparing your notes or drawings with students' notes and drawings.

5. Also, during the field trip be sure that all the students have a chance to take an active part in what is happening at the location.

6. Back in the classroom, the students describe their observations and experiences. Share your observations as well.

7. A whole-class write-up of the experience can be done and posted on the wall for display. Or, students can work individually, in pairs, or in groups to write up their experiences.

V. Suggested Follow-Up:

If you or any students took photographs during the field trip, these, when developed, can provide the basis for an enjoyable review of the language related to that topic.

Classification : Personal Information -- Unit 1

By : Candelaria Tolentino
Thelma Laguilles
Herminia Arroyo

Title : Introducing Literacy Through Introductions

I. Rationale:

It is normal for a teacher meeting students for the first time, to greet them and introduce him/herself. It is also expected that the students, in turn, introduce themselves to their teacher. If name tags are used as a part of the process, English literacy learning can begin from the very first moment of the cycle. Names are a particularly good place to start literacy instruction since one´s name is such an important, personal item of language. The desire to know how to write one´s name and the names of family members motivates a concentrated effort not usually present in other beginning literacy activities.

This strategy is also a good way to begin assessing Level A students´ literacy knowledge.

II. General Description:

The teacher uses the first day of class to introduce him/herself to the students orally and by showing his or her name tag. The students do the same.

III. Materials Needed:

Strips of paper with a student´s name on each
Strip of paper with your name on it

[NOTE: Prepare these in advance, making sure that the strips are large enough that students can see them from a distance, but small enough so that they can be taped across the chest.]

IV. Procedure:

1. Tape the name strips on the board.

2. Take the strip with your name on it and say, "My name is __________." Tape it across your chest.

3. Invite the students who seem ready to pick out their names. The students do this one at a time and introduce themselves to the class while showing them their name tag. Continue in this way until all the students have introduced themselves and affixed their name tags.

   If a student shows any hesitation about which is his or her name, indicate the appropriate strip. This is important, because students may feel embarrassed that they do not recognize their names --- especially on the first day of class when they do not yet know their classmates.

V. Variations:

Pre-arrange for two or three colleagues to come in to exchange introductions with students.

VI. Suggested Follow-up:

When you meet your students outside the classroom, take the opportunity to introduce your companions to them or to encourage them to introduce their companions to you.

Every day, pass around an attendance sheet; students write their names on the sheet. In this way, practice in writing their names has a real function. In the beginning, Level A students may take a long time to copy their names from their name tags. As the cycle goes on, progress will be seen in terms of speed and confidence in letter formation.

Classification : Personal Information -- Unit 1

By : Candelaria Tolentino
Thelma Laguilles
Herminia Arroyo

Title : The Alphabet in Students' Names

I. Rationale:

The alphabet by itself has no meaning. This strategy introduces the alphabet in the context of the students' names.

II. General Description:

Students examine the letters which make up their names and compare them to the letters in other people's names.

III. Materials Needed:

Students' name tags
Alphabet cards

IV. Procedure:

1. Pick up a card bearing one of the letters of your name from a stack of alphabet cards. Hold it up and ask, "Who has the letter ____ in his name?"

2. Point at the card and say, "This is the letter ____. I have this letter in my name." Or, "My name has the letter ____." Hold the card beside your name tag and point to the corresponding letter in your name.

3. Go from student to student holding the alphabet card beside the student's name tag so that everyone in the class can see. Ask the student if the letter is in his or her name. Encourage classmates to help.

4. Invite the students to examine the letter by tracing it with their fingers.

5. Go through the same process with other letters until students have become familiar with the letters in their own names.

6. Expand the language to include numbers by asking, "How many ____s do you have in your name?" Or, "Bouana has two A's in her name."

7. Additional names, such as those of family members, may also be used. Use signs in the environment as well.

V. Variation:

Instead of focusing on letters within names, higher level students can learn to alphabetize using their own names. They come up with an alphabetized class list.

Classification : Personal Information -- Unit 1

By : Erlinda Dumo

Title : Getting Acquainted

I. Rationale:

Getting acquainted at the beginning of the cycle can generate a lot of language used in everyday situations. By having students work together in pairs and groups right at the beginning of the cycle, the mechanics of group work are established and can be built upon in later lessons.

II. General Description:

Students are paired and exchange some personal information. The pairs rotate and new pairs are formed. This time the pairs interview each other. Groups of two pairs are then formed. These groups pool their findings from their interviews, prepare reports about their findings, and present their reports to the whole class.

III. Materials Needed:

Playing cards
Paper and pencils

IV. Procedure:

1. Give each student a playing card, ensuring that four of a kind are distributed (e.g.: 4 aces, 4 kings, 4 ones, 4 fives, etc.).

2. Ask students to pair up by face/number and color. Thus, the two red aces are a pair, the two black aces are a pair, etc.

3. Once the students find their partners, they exchange names and a bit of personal information. You could prepare guide questions for them to refer to.

   This part of the strategy serves to break the ice and to prepare them for a fuller interview with their next partner.

4. Ask the students to find new partners. They do this by exchanging cards with someone who does not have the same face/number on his or her card.

5. The new pairs interview each other on a topic such as "My Family," "Myself," or "My Favorite Hobby."

6. Pairs find their like pair to form groups of four. For example, the two red tens find the two black tens and form the tens group.

7. In the groups, each student introduces his or her partner by sharing what they learned during their interview. For example, first the red ten of diamonds tells the group that the ten of hearts' name is ______ and he would like to be a ________ because __________. Next the heart shares, and so on.

8. Each group writes a composition about the group members and the group as a whole.

9. Introduce each group and ask its reporter to read its composition to the class.

10. Facilitate a discussion regarding how students feel about grouping in this way.

V. Suggested Follow-up:

Based on the students' feedback about groups, design other strategies which involve group work, building at first on the groups formed during this strategy.

Classification : Personal Information -- Unit 1

By : Candelaria Tolentino
Thelma Laguilles
Herminia Arroyo

Title : The Family in Pictures and Words

I. Rationale:

Using pictures is one of the best ways to help students learn the terms for family relationships. Almost all students have family pictures in their possession or can draw a representation of their families.

II. General Description:

The teacher and students introduce their families using pictures, gestures, and text.

III. Materials Needed:

Photographs of your family
Magazine cut-outs showing your family's occupations and common activities
Magazines for students to cut up to illustrate their texts
Paper, scissors, tape, and pens

IV. Procedure:

1. Show pictures of your family to the class. Pass them around for everyone to see.

2. Point to one of the pictures and talk about it. For example: "This is my father." "This is my mother."

3. Encourage students to ask you questions about your family. As you answer, write what you say on the board underneath the relevant picture. This could include language about relationships (e.g. uncle, sister-in-law, niece, grandmother, son), about occupations or hobbies, or about any number of other things.

   Use magazine cut-outs to further illustrate what you say and write. Post them on the board alongside the pictures and the text.

4. Next, it is the students' turn to talk about their families. As they do, help them by providing the needed vocabulary as they gesture and point at available pictures and objects to convey their stories. Write what they say on the board.

5. Later, the students make their own books using photographs, cut-out pictures, drawings, and text. The finished products are displayed in the classroom and can eventually be included in an end-of-cycle exhibit.

Classification : Time -- Unit 2
Continuing Learning Emphasis

By : Unknown

Title : My Schedule

I. Rationale:

Students learn language most easily when it is directly related to their lives.

II. General Description:

Students learn the English terminology related to time by talking about their own schedules and by finding out the office hours of the agencies in camp which they use.

III. Materials Needed:

Cardboard clock
Illustrated story about your daily routine

IV. Procedure:

1. Tell a story about your daily routine, acting out what you say and using a cardboard clock to illustrate the language related to time. For example:

   I get up at 6 o'clock.
   I eat breakfast at 6:30.
   Etc.

2. Post a written, illustrated version of your story and read it to the class. Again, show the progression of time on the cardboard clock. Leave your story posted on the board for students' reference.

3. Ask the students questions about their daily routines. Encourage them to use the cardboard clock and to act out what they want to say in order to get their meanings across. Write what they say on the board.

5. Students then write their daily routines and share their work with the class.

6. For homework, students find out the days and times that various offices in camp (e.g. JVA, CFSI, Post Office) are open.

7. A couple of days later, the students report to the class what they have found out.

Classification : Locations and Directions -- Unit 3 and Unit 9
Continuing Learning Emphasis

By : Marietta Amular
Ernesto Puguon
Yolanda Bello
Elaine Remigio

Title : Finding Places

I. Rationale:

Students are more likely to remember language related to locations when they use it in the context of accomplishing a goal.

II. General Description:

Students locate agencies in camp and interview people there about specific problems. They report their findings in class.

III. Materials Needed:

A list of students' problems in camp

OR

Situation cards such as the following:

You want to send a package to your friend in Palawan. How will you do this?

Your child/younger brother/younger sister does not want to go to school and you want someone to talk with him/her. Who will you go see and where?

You want your younger brother/sister to go to elementary school. Where will you go to enroll him/her?

You are over 55 and you want to study at the Mormon's classes. What will you do and where will you go?

You want to see your supervisor because you want to change classes. Where will you go?

You want to study a vocational course at the Baptists. Where can you find out what they offer?

You are assigned to ESL-CDE for your work credit. Where is it? What will you do there?

IV. Procedure:

1. Divide the class into groups of four and distribute one or two situation cards to each group.

   Or, base the situations on problems students are currently trying to solve. These can be identified through a classroom discussion preceeding this strategy.

2. The students work in groups to consider the problem(s) and discuss where they could go to solve it(them). The groups report to the class what they think they should do.

3. Ask the students to go to the place(s) they decided they need to go in order to get information. Tell them what day they are to report their findings to the class.

   [NOTE: Make arrangements in advance with the agencies concerned.]

4. On the reporting day, involve students in a discussion about where they chose to go, what they experienced there, and what they found out. Questions such as the following can help guide the discussion:

   Where did you go?
   Where is it? What's it near/next to/etc.?
   How did you get there?
   Did you ask for directions? From whom?
   What did you say?
   What directions did s/he give?

   Who did you talk to at the agency about the problem?
   What did you say?
   What did you learn?
   How did you feel?
   Can the problem be solved? How?

5. Ask the students to draw the route they took to get to the place, to describe its location in writing, and to write about what they found out from their interviews.

6. Post the situation cards with their written work in the classroom.

Classification : Locations and Directions -- Unit 3 and Unit 9

By : Celsa Alojado
Candelaria Tolentino
Sharon Snyder

Title : Map Reading

I. Rationale:

Using maps helps students describe their movements from their native countries to their first asylum camps (if applicable), to the PRPC, and to their projected destination in the U.S. In the process, language about locations and directions is used in a context which is relevant to them.

II. General Description:

On a map, students locate their home countries, first asylum countries, and the Philippines. Students describe their journey from home to the present location. Then they express their expectations about their resettlement location, if they already know where it is. If not, they talk about where they would prefer to resettle.

III. Materials Needed:

Map of Southeast Asia
Map of the U.S.

IV. Procedure:

1. Ask students to go to the map and locate their native country. Ask them to identify the neighboring countries. Ask them to identify the Philippines. Use language related to locations and directions in your questions. Write their responses on the board for their reference as the discussion continues.

2. Discuss with the students how they traveled, the route they took, how long they traveled, their experiences during and after the journey, their feelings, apprehensions, etc.

3. Encourage them to talk about their life in their native country, first camp of asylum (if applicable), and in the Philippines.

4. Ask them about their sponsors and where they are going. Ask them to share what they know about their destination. If they do not yet have a sponsor, ask them to talk about where they would prefer to resettle.

   Again, write locational and directional language on the board.

5. Now ask them to illustrate and/or write about their travels from their native country to the first camp of asylum (if applicable), and to PRPC. Encourage them to refer to the locational and directional language on the board in describing what they did.

6. Display their work in the classroom.

Classification : Locations and Directions -- Unit 3 and Unit 9

By : Tessie Padilla
Cyril Rios
Norma de los Santos
Plutarca Reyna
Patricia Castigador
Naida Esquero
Norma Morata

Title : Taking a Bus Ride

I. Rationale:

Map reading, tracing bus routes, and reading bus schedules are best learned in the context of actually trying to reach a destination to accomplish a goal.

II. General Description:

Students use the PRPC map, board the bus at designated stops, pay the bus fare, behave in accordance with signs posted at the bus stops, and take the bus to various destinations.

III. Materials Needed:

PRPC map
Manila paper and pentel pens
Signs: **BUS SCHEDULE**, with schedule information
ENTRANCE
EXIT
FORM LINE HERE
Ropes to mark off queues
Fare box
Play money

IV. Procedure:

Before the Trip:

1. Two weeks prior to the trip, make arrangements with Motorpool for a bus to shuttle all students from the bus stop in one Phase to the destination bus stop in the opposite Phase. Arrange with Motorpool for the bus to observe the schedule, to display the signs, and to be driven by the assigned driver.

2. A day before the trip, post a map of PRPC on the wall where everyone can see it. Ask students to point out general areas of the camp (e.g. Phase I and Phase II). Or, have students make their own map of PRPC.

3. Divide the students according to their neighborhoods. Ask each group to draw a map of their neighborhood, indicating landmarks and their own billets.

4. A representative of each group reports to the class, pointing out landmarks and marking them on the large PRPC map on the wall. Other members of the group help as needed.

5. Encourage the other students to ask the reporting group questions such as:

   Where is your billet?
   Where do you work?
   How do you get there from your house?

6. Several days before the trip, and again on the day before the trip, reconfirm arrangements with Motorpool.

On the Day of the Trip:

7. Ensure that all the posters and props are put up at the bus stops in Phase I and Phase II.

8. In class, group students by pairs or threes and assign each group a destination and a task. Give each group a different assignment. Tasks could include:

   Go to the dispensary in Neighborhood 5 and get the name of the doctor.
   Go to the Media Resource Center in Neighborhood 3, count the number of people in the room, and find out what they´re listening to.
   Get the dollar-peso exchange rate at CADP.

9. Give students toy coins to pay for the bus fare. Explain that the fare will be $.75 and that they have to give the correct change. Vary the combination of coins you give to each student, but be sure each has more than $.75 worth. Also be sure that the coins can be combined in such a way that students can give the correct change.

10. At the bus stop, students line up and wait for the bus to arrive at the scheduled time. Take the opportunity to talk to them using language related to time. For example:

    What time do you have?
    When is the bus supposed to be here?
    It´s early (if the bus arrives ahead of time)!
    It´s late (if the bus arrives late)!

11. As students board the bus, they drop the exact change in the fare box, which is located beside the driver. Board the bus before the students, so that you can monitor this part of the process. Take the time to help each student drop the correct change into the box before letting him or her take a seat.

12. Students then get off at their assigned neighborhoods and complete their tasks.

13. Students refer to the bus schedule and the map to catch the bus going back to the classroom. Again, they give the correct change when boarding.

After the Trip:

14. Back in the classroom, the students report on their experiences.

15. The PRPC and neighborhood maps can be put to maximum use by having students trace the routes they took. This can help those who got lost see why they did. Other students can help them find their way on the map. The route followed by the bus can also be indicated on the map, using colored pen.

16. Encourage the students to ask each other questions such as:
    - How many minutes did it take you to find the place?
    - When you couldn't find the place, what did you do?
    - Did you ask for directions? From whom? What did you say? What did they respond?

17. Students then write down their experiences.

18. Display their work in the classroom.

Classification : Shopping -- Unit 4

By : Tessie Padilla
Candelaria Tolentino

Title : Shopping Simulation

I. Rationale:

Language learning is facilitated through experiences in which the language concerned plays an integral part.

II. General Description:

Students make lists of the food and clothing items they need for a specific purpose. They then use play money to purchase those items in a simulated supermarket and department store.

III. Materials Needed:

Real and simulated food and clothing items
Counters, tables, shelves, and simulated cash registers
Signs identifying the store's departments and sections
Play money

IV. Procedure:

1. Lead students in a discussion about various occasions for which they have to do special shopping, e.g. for food or clothing for holiday celebrations. Come prepared with some sample situations of your own. For example:

   > You are applying for a job and you have an interview next week. You don't have anything appropriate to wear so you need to buy new clothing. Make a list of what you will buy and how much you will budget for each item.
   >
   > You are having guests for New Year's dinner. Make a list of items you need to buy and how much you will budget for your shopping.

2. Students work individually, in pairs, or in groups to choose the situation they would like to work on and to plan their lists and budgets.

3. Give each student or group the amount of play money they need to cover their projected expenses. At this point, you could integrate the Banking Unit by simulating withdrawing money from an account.

4. The students proceed to the store and do their shopping. Take the role of shopkeeper, asking the customers what they need and answering questions about prices.

5. Students calculate their purchases, try to remain within their budgets, and pay for their purchases.

6. Back in the classroom, students report about their experiences orally and in writing.

V. Variations:

Instead of setting up a simulated grocery and department store, you could have students go to the market and price the items they need. They then discuss in class what they found out.

Classification : Telephone -- Unit 5

By : Tessie Padilla
Cyril Rios
Norma de los Santos
Plutarca Reyna
Patricia Castigador
Naida Esquero
Norma Morata

Title : Phone-Pals

I. Rationale:

There is no substitute for using real telephones in learning how telephones work and what it is like to talk on them. Unfortunately, we are not always able to work this out in camp. This strategy, however, shows what can be done when real telephone conversations between classes can be arranged.

II. General Description:

The teachers of two classes in different Phases or neighborhoods cooperatively plan and carry out this strategy. Students choose someone in the other class to call on the telephone. The two classes are taken to different neighborhood or other offices where, by prior agreement, they use the phones. Each student makes a call and receives a call. Later, in class, they talk about their experiences.

III. Materials Needed:

Installed telephones
List of students in another class and their hobbies

IV. Procedure:

1. Coordinate with a class in another neighborhood or Phase of the camp and with neighborhood offices or other phone locations for the use of their phones.

2. A few days before telephoning the other class, help your students prepare a list on Manila paper of all of their names and their main hobbies or interests.

   Ask for volunteers to go to the other class and deliver it. Arrange with the other teacher to engage them in a brief conversation when they arrive with the list. When they return, they report on where they went, how they got there, and what was said.

   The other class does the same.

3. On the day they telephone the other class, each student chooses one of the names on the other class' list. Be sure that all of the names on the list have been chosen by at least one person.

4. Before leaving the classroom, review the number they will call and lead them in a discussion about what they might want to say on the phone.

5. Go to the telephone location at the pre-arranged time.

6. The students make their calls. Help them as needed.

7. Keep a record of the calls to be sure that everyone has made a call and received a call.

8. After each student finishes, encourage him or her to write down what happened. They will use this for reporting in class later.

9. Back in the classroom, students make their reports orally and in writing. Display their work in the classroom.

10. Arrange for the students of both classes to meet later in the cycle at, for example, Freedom Plaza. There, they can conduct in-depth interviews. They report back in class later.

V. Variations:

This strategy can be combined with pen-pal writing by having students make initial contact with students in the other class through letters, again ensuring that everyone is matched with someone. Or, the pen-pal writing can begin after the initial contact is made by phone.

VI. Evaluation:

Students enjoyed doing this. Everyone was attentive to what the other party was saying. Some students prepared lines to say on the phone. Some less advanced students who were nervous and hesitant at first were encouraged by seeing that the others had fun and laughed at their mistakes. The experience was new to some who strained their ears to listen to their classmates' calls.

One student got angry when the person on the other end hung up: "Teacher, no good, no talk, finish." Another student gestured that she was nervous at first, "but no more."

Several students used unexpected structures:

"I invite you to mango grove at 6:00 okay?"

"I'll visit you in your address this afternoon."

"You're crazy, can you hear? Crazy ... C-R-A-Z-Y."

"Are you free? Free ... no work, no study, at home."

"I like to go your house."

The most common structures used were, "What's your name?" and "What's your address?" A lot of clarification language was used: "Spell again." "What?" "Louder!" "Again." "Please." "Oh!" "I say again. You listen." "Speak slowly."

Classification : Employment: Finding a Job -- Unit 7
Continuing Learning Emphasis

By : Rizalina Jose
Edda Octaviano
Matilde Cadiz
Sandra Ann Torres
Elpidio Tongohan

Title : Transferring Skills

I. Rationale:

Knowing how to describe in English their current and previous occupation(s) is important for our students because it will contribute to their success in landing jobs in the U.S.

II. General Description:

In this strategy, the students talk about their work experiences in their home country and the kind of jobs they would like to get in the U.S. They also interview people to find out their opinions regarding various job hunting dilemmas.

III. Materials Needed:

A picture story such as the following:

> My name is Tran Van Nguyen. I was born in Saigon, Vietnam, on October 30, 1951. I have four sisters and two brothers. My father was a mechanic.
>
> I went to school for ten years. When I finished school, I helped my father. In 1970, I joined the army. I was a soldier for five years. After 1975, I was a farmer. I got married in 1978.
>
> I left my country in 1981 and arrived in America in 1983. Now I work as a custodian and study mechanics at a vocational school.

Situation cards such as the following:

> Kanh was a car mechanic in Vietnam. Now he is in the U.S. He wants to work as a car mechanic again, but the tools and the cars in the U.S. are very different from those in Vietnam. If you were Khanh, what would you do?
>
> Be was a cook in Vietnam. She wants to apply for a job as a cook in a restaurant in the U.S. Unfortunately, she doesn´t know how to cook American food. What should she do?
>
> Phuoc has just arrived in Florida. He can speak a little English. He worked as a tailor before, but he can not find a job as a tailor now. What kind of job can he find where he can use his skills as a tailor?

IV. Procedure:

1. Present a picture story about the life and work history a refugee who is now resettled in the U.S.

2. Involve students in a discussion about the story by asking them questions. For example, in relation to the above story you might ask, "If Nguyen worked as a mechanic in Vietnam, why is he studying mechanics in the U.S.?"

3. Encourage the students to relate the story to their own experiences by asking them questions about their work history in Vietnam, about their work credit assignment in PRPC, and about what they would like to do once they are in the U.S.

4. Draw the following grid on the board:

NAME	JOB IN V.N.	JOB IN PRPC	PREFERRED JOB IN THE U.S.

5. Ask the students to fill in the grid. As they fill it in, ask them questions about their jobs. For example:

   Did you go through an apprenticeship?
   What knowledge did you need to have?
   How does that experience relate to your preferred job in the U.S.?

6. Distribute situation cards posing job hunting dilemmas.

7. For homework, the students interview one or two people regarding their opinions about how to deal with the dilemmas. They take notes on what their sources say and get some personal information about them (e.g. name, age, former work in their home country).

8. The students then report to the class the results of their interviews.

   [NOTE: Mathematics can be incorporated into the lesson by analyzing the reports as though they were surveys. The responses can be classified according to type of solution and tabulated by age, country of origin, and former occupation.]

V. Follow-Up:

Ask students to think about the following questions:

What kind of work would you like to do in the U.S.?
How do you plan to look for that kind of work?
Do you anticipate any problems? What kind of problems?
What might be possible solutions to those problems?
What do you hope will happen?

Ask them to do additional research on their own anticipated situations by using the neighborhood libraries, CO classes, teachers, and supervisors as resources.

The students then write up their findings and share them with the class.

The results can be used for a classroom bulletin board with the theme "Transferring Skills."

Classification : Employment: Finding a Job -- Unit 7
Employment: On the Job -- Unit 12

By : Melba dela Rosa

Title : Restaurant Simulation

I. Rationale:

Students learn language best through realistic, hands-on experiences.

II. General Description:

In a simulated restaurant, students inquire about job openings, apply for a job, answer questions in an interview, report to the job, perform duties, and carry out conversations appropriate to the workplace. Teachers act as supervisors (i.e. chief cook, floor manager, maintenance supervisor) to facilitate students´ learning of the appropriate language in each situation.

III. Materials Needed:

Help wanted posters for a cook, kitchen helpers, waiters, busboys, dishwashers, a cashier, a janitor, & a manager

[NOTE: Each poster includes a phone number to call for more information.]

Neighborhood telephones
Tables and chairs
Table covers
Kitchen ware and utensils
Customers

IV. Procedure:

Day 1:

1. Post the "help wanted" posters on the classroom walls. Invite the students to look at all of them and decide which position they would like to apply for.

   They take notes on the details of the position and the phone number they should call for more information.

2. The students then call the phone number and talk to someone (another teacher or a supervisor) about the job. They agree on a day, time, and place for a job interview.

3. The students then prepare for the interview by formulating and answering questions they might be asked. They also formulate questions they want to ask about the job, the salary, the hours, the pay, etc.

Day 2:

4. The students report to the interview site.

5. They present themselves to the receptionist and the interviewer.

6. They answer and ask questions during the interview.

7. Back in class, they report on their experiences during the interview and on the type of job they got (the salary, duties, and reporting date and time).

Day 3:

8. The students report to their supervisors in the simulated restaurant.

9. They receive or ask for instructions from their restaurant supervisors.

10. They perform their assigned tasks in the restaurant.

Day 4:

11. Process the week's experiences through discussion and writing.

V. Variations:

This strategy can be effectively used in combination with lessons on shopping and social language. In preparation for the restaurant simulation, students can plan menus and write them, create posters advertising the restaurant, and send out "grand opening" invitations. Students can rotate roles, so that each can be free at some point to host the customers who come in.

Classification: Education and Employment -- Unit 7A
Continuing Learning Emphasis

By : Elpidio Tongohan
Hortencia Lasin

Title : Reaching Your Goals

I. Rationale:

Using pictures is one of many strategies for presenting language in a meaningful context. With the help of pictures, students understand the meaning of something while they are learning the form that expresses it. The particular language about schooling and jobs which is generated through this strategy will help them articulate their own goals in English and will thus help them access information and services once they are in the U.S.

This strategy also involves students in using written sources to investigate options in preparation for making choices about schooling.

II. General Description:

Students are encouraged to ask questions about the pictures they are shown. The pictures concern school and work. Students then articulate their own plans for schooling and work once they are in the U.S. They evaluate the course offerings of various schools and decide whether or not those schools could help them reach their goals.

III. Materials Needed:

Your own school and graduation pictures
Your own photographs of places you have worked in the past

[NOTE: Drawings or cartoons will do.]

IV. Procedure:

1. Distribute pictures of your school(s) and your graduation(s). Tell the students what they are. Give them time to examine them.

2. Encourage the students to ask you questions about the pictures or about any aspect of schooling which interests them. Write their questions and your answers to them on the board, highlighting key language having to do with schooling. Terms which might arise include:

    elementary school
    high school
    vocational school
    university
    tuition
    enroll
    graduate
    diploma

3. Now show the class pictures of places where you have worked in the past. Again, give them time to look at them closely and compare them.

4. As above, language is discussed as it arises from students' interest in the pictures. Again, write down their questions and your answers, highlighting key

language about employment. Terms which might arise include:

- apply
- requirements
- salary
- benefits
- full-time
- part-time
- hours
- duties

5. Ask students about their own educational and work backgrounds. For example:

   Did you go to elementary school/high school/vocational school/university?
   Did you do an apprenticeship?
   Where did you study?
   How long did you study?
   What work did you do in your home country?
   How long did you do that?
   Did you do any other kind of work?

6. Ask the students to write down their schooling and work goals for the future in the U.S.

7. Post pictures of schools on the wall along with posters advertising their course offerings. Hand out brochures which give information about the same schools, including specifics about their courses, schedules, and tuition.

8. Ask the students to examine the posters and brochures, and to decide whether or not any of the schools could help them meet their goals.

9. The students report their conclusions, outlining their goals and why the school(s) could or could not help them achieve those goals.

Classification : Education and Employment -- Unit 7A
Continuing Learning Emphasis

By : Elpidio Tongohan
Dahlela Cada

Title : Interviewing a Resource Person

I. Rationale:

When students interview a resource person about education and work options, they not only learn the answers to their questions, but learn the language related to the topic and, perhaps more importantly, gain experience in using a very effective continuing learning strategy.

II. General Description:

Students prepare for and interview a resource person about what options they might have in the U.S. for studying, or for studying and working at the same time.

III. Materials Needed:

Resource person (if possible, someone from the U.S.)

IV. Procedure:

1. Ask the students what their career goals are and how they are planning to achieve those goals. [Note: This could be done in an earlier lesson, using the strategy, "Reaching Your Goals," above.]

2. Ask the students if they would like to talk to someone from the U.S. about their goals and how to reach them. If they respond favorably, continue by asking them what kinds of questions they would like to ask a resource person.

3. Help them formulate their questions. They may be as varied as the following:

   What do I need to go to university in the U.S.?
   If I want to learn welding, where can I study?
   Can I study and work at the same time in the U.S.?
   I'm twenty years old. Can I still go to high school in the U.S.?
   What are the jobs that refugees get when they go to the U.S.? What are the requirements for these jobs?

4. Arrange a time for the resource person to come to class. Give him or her the questions that the students formulated a few days in advance, so that s/he can get any specific information s/he may need to answer the questions accurately. The students, however, should not be limited to only those questions during the interview.

5. When the resource person comes, introduce him/her to the class, showing on the U.S. map where s/he comes from. Encourage students to ask personal information questions to break the ice and get acquainted.

6. The students then ask their questions and the resource person answers. Facilitate the interview by writing key language on the board. Encourage the students to also take their own notes of the resource person's answers.

7. After the interview, the students work in groups to discuss what they learned from the resource person.

8. Students then individually write about their own concerns and, based on what they learned from the interview, how they plan to deal with them.

Classification : Education and Employment -- Unit 7A

By : Jacqueline Bacal-Torres

Title : Work and Study Dilemmas

I. Rationale:

Dilemma stories, since they have no set ending, generate a lot of language related to the topic in question through discussion of possible actions and their consequences. If the dilemma story is also a picture story, as is the material described in the body of this strategy, language is also generated as students create the story's text.

II. General Description:

The teacher presents a picture story and students supply the text. They then discuss the possible solutions to the dilemma and what the consequences of each would be.

III. Materials Needed:

Dilemma picture story

Frame 1: A young (about 17-year old) Vietnamese man in PRPC thinking about how to continue his studies and become an engineer.

Frame 2: The young man writing his mother in Vietnam, telling her that someday, when he is an engineer, he will sponsor her and the rest of his family.

Frame 3: The young man in America (very happy) with his uncle as his sponsor.

Frame 4: The happy young man two months later, talking with his uncle and his uncle's family, showing them the brochures from the community college. He tells his uncle he is going to enroll soon.

Frame 5: The angry uncle telling him that he cannot continue his studies until he has repaid the whole amount his uncle spent in sponsoring him.

Frame 6: The young man, confused. He cannot decide whether to continue with his plan of going to school, or to work hard and repay his uncle so he can be free of him.

IV. Procedure:

1. Show the picture story to the students.

2. Elicit the text from the students.

3. Lead the class in a discussion about the young refugee's problem. Ask them what they would do if they were the young man.

   Elicit as many alternatives as possible. Accept even the remotest and wildest alternatives.

4. Lead the students in examining each alternative they suggested to determine whether it would be to the advantage or disadvantage of the young man. You may want to draw a grid as follows to facilitate the discussion:

	Advantages	Disadvantages
Options		
1.		
2.		
3.		
4.		
:		

5. Based upon their conclusions, the students recommend the best two or three solutions and write down their reasons for their choices.

V. Variations:

This strategy can be used with any work or study related dilemma story. The examples which follow here were contributed by David Ingels and Richard Cleveland. They suggest that teachers write their own dilemma stories and encourage their students to create scenarios as well.

Dilemma No. 1:

Vinh has been in the U.S. for eight months. He is eighteen years old. He is in high school. His parents want him to get a high school diploma. Vinh finds school very difficult. His English is not good enough and he cannot do his course work.

Vinh thinks that maybe he should drop out of high school because he feels he cannot graduate before the legal age. Vinh's friends are attending vocational school to get a skill and are working part-time. They tell Vinh that it is hopeless to study in high school.

If you were Vinh, what would you do?

Dilemma No. 2:

Chinh is a sixteen year old Vietnamese boy. His English is not very good. He hates school, because school is all in English and he does not understand anything. His friends tell him to drop out of school and play pool or drink coffee all day. His mother does not want him to drop out. She wants him to finish school.

What should he do?

What happens if someone drops out of school?

Another type of dilemma story was contributed by Hortencia E. Lasin. This is an illustrated story with a text. In discussing it, the students consider not only the content of the story, but the protagonist's schedule. The story and schedule are as follows:

> Lai is looking for a job. He was a truck driver in Vietnam. Last week, he went to see a job counselor to ask about jobs. The job counselor asked him if he wanted to be a driver again. Lai said he wanted to study and be a mechanic. The counselor told him about a very good vocational school. Lai asked if he could study and work at the same time. The counselor advised him to look for a part-time job.

Lai is now working part-time and studying part-time. This is his typical weekday schedule:

8:00 am - 12:00 noon	Attend class
12:00 n - 2:00 pm	Go home, rest, eat lunch
2:00 pm - 6:00 pm	Do homework
6:00 pm - 10:00 pm	Work as a dishwasher
10:00 pm - 11:00 pm	Have dinner with the family

The students discuss the story and Lai's current schedule. They relate their conclusions to their own situations and write about their priorities.

Classification : Housing -- Unit 8
Continuing Learning Emphasis

By : Estelita C. San Diego
Ofelia Bondad
Charisse Gabinete
Gloria Resurreccion

Title : Looking for a House to Rent

I. Rationale:

A major concern of refugees in the U.S. is where they will live after staying with their sponsor or relative for an initial period. This lesson familiarizes students with the language they need to get information from people and from advertisements, and to discuss their options.

II. General Description:

Before this lesson, students prepare by finding out information about house hunting in the U.S. Each group reports the results of its research to the class. Students analyze situations and choose appropriate housing for each situation. They then write dialogues and role-play them.

III. Materials Needed:

Classified housing ads
Visuals showing advertisements such as:

House for Rent
Furn. 2 brs. Util.
incl. No children.
$800. Call
496-9641.

House for Rent
Unfurn. Util. not
incl. 2 brs. $500.
Call 561-2487.

House for Rent
3brs. Furn.
Util. not incl.
1 mo. adv. $600
Call 563-4432.

For Rent
1 br. Furn. Util.
incl. W/ gar.
$1,000. Call Mr.
Smith 494-5372.

For Rent
2 br. Furn. Util.
not incl. Children
ok. No dep. Call
563-5581.

A situation written on Manila paper; for example:

> Tam has five people in his family: his wife, two sons and two daughters. He earns $800.00 a month while his wife earns $600.00. His elder son is going to school. He is looking for a house near a school and near his wife's place of work.

Situation cards
Visuals of furniture, appliances, and parts of the house

IV. Procedure:

1. Assign out-of-class research tasks. For example:

   Group 1 interviews Americans on how Americans look for a house to rent.

Group 2 works on the sample classified ads, listing the abbreviations and finding their meanings by asking other teachers, students, or staff.

Group 3 finds out what questions they should ask when looking for a house or apartment to rent.

2. Give the students a week to complete their tasks. During the week, review the parts of the house, facilities, furniture, and house rules.

3. After a week, Group 1 reports to the class the results of their interviews about how people in America look for a house.

4. Post the sample classified housing ads. Group 2 reports on the meanings of the abbreviations in the sample ads.

5. Post the situation written on Manila paper. Students discuss and decide which classified ad Tam should pursue.

6. Distribute the situation cards. The students decide which of the ads describe the houses or apartments best suited for the circumstances described on their situation card.

7. Students share their situations and decisions and talk about house hunting. Encourage discussion by asking questions such as:

   Did you find it easy to read the classified ads?
   Was there anything you didn't understand?
   Is it easy to look for a place that answers your needs?

8. Group 3 reports on what to ask when looking for a house or apartment to rent.

9. Students write dialogues between landlords and house hunters and role play their dialogues.

10. Post their work.

Classification : Housing -- Unit 8

By : Celsa Alojado

Title : A Visit to the Teacher's Dorm

I. Rationale:

When students use language in realistic, hands-on situations, they are more likely to retain the language they learn.

II. General Description:

Students learn the language for various household objects, utensils, and tasks while using/doing them in the teacher's dorm.

III. Materials Needed:

Cooking and cleaning utensils
Food
Pencils and paper

IV. Procedure:

1. Ask students to draw their billet in PRPC, their house in their native countries, and their dream house. Then ask them to compare and contrast the living quarters and facilities in each of the houses --- the one in their home country, the one in PRPC, and their dream house.

   Through this process, elicit language about housing from the students. Write what they say on the board. Help them with the words they need to express what they want to say. Encourage students to label their drawings with the words which come up during the discussion.

2. Assign students tasks before going to your dorm, e.g.:

   Task 1: List furniture, appliances, and objects in the living room, bedroom, kitchen, dining room, and bathroom.

   Task 2: Defrost the refrigerator and list the food items inside; turn on the TV and watch what is on.

   Task 3: Cook pancakes and French fries; set the table; wash the dishes.

3. Proceed to the dorm. Students do their assigned tasks.

4. They then report orally and in writing what they observed and did.

5. Post their written work in the classroom.

Classification : Banking -- Unit 10

By : Tessie Padilla
Cyril Rios
Norma de los Santos
Plutarca Reyna
Patricia Castigador
Naida Esquero

Title : Banking Simulation

I. Rationale:

Using language in a real context for a real purpose facilitates language learning. It is not possible for us to duplicate in camp an American bank setting, but it is possible to enact the transactions that go on in a bank. This simulation provides students with experiences in performing various types of banking transactions.

II. General Description:

Students perform a variety of transactions in a simulated bank setting.

III. Materials Needed:

Passbooks
Checks
Money order forms
Deposit and withdrawal slips
Applications for savings accounts
Play money
Counter
Signs

IV. Procedure:

1. This strategy is best done by a whole team so that the teachers on the team can be the bank personnel at the various bank "windows."
2. Each student is given a task to perform at the bank. The tasks include: cashing checks, buying money orders, opening savings accounts, depositing and withdrawing money, and acting as a security guard and interpreter.
3. After the students have completed their tasks, they report on their experience to the rest of the class.

V. Evaluation:

The strategy was simple but meaningful. Some students were able to learn with help from the faster students. Students were eager to do every transaction the bank offered.

Classification : Post Office -- Unit 11

By : Bethel Ann Cortez

Title : Mail Box Story

I. Rationale:

Letter writing is an everyday experience for many of our students and is therefore seen by them to be a relevant use of language. Writing letters motivates students to learn new language, since communicating with someone they are interested in is important to them.

II. General Description:

Students read a letter which asks for help and write a reply to the letter. They then write their own letters and drop them in a class mailbox. Each student draws out a letter and writes a reply.

III. Materials Needed:

A letter relating a problem and asking for help
A mailbox
Envelopes
Paper and pens

IV. Procedure:

1. Put the mailbox, with the letter in it, in a conspicuous place in the classroom.

2. When the students become curious about it, invite them to look inside and read the letter. Encourage them to use any sources they want in understanding the writer's problem, e.g. peers, phrasebooks, dictionaries, or you.

3. Ask students to write a reply to the letter, suggesting solutions to his or her problem. This can be done individually, in pairs, or in groups.

4. Students share their replies. Encourage discussion regarding any differences in their opinions.

5. The students now write their own letters telling about their problems and place them in the mailbox. [Signatures are not required.]

6. Each student draws a letter from the box and responds to it with suggested solutions to the problem.

7. They share their responses and post their work in the classroom.

8. The mailbox can become a permanent feature of the classroom and students can exchange letters on their own.

Classification : Post Office -- Unit 11

By : Unknown

Title : Going to the Post Office

I. Rationale:

Most students receive letters or parcels from their native countries and send letters abroad. Language related to using the postal services will continue to be important to them once they are in the U.S.

II. General Description:

Students do research on their own which requires them to ask questions in English at the camp post office. They later report about their experience in class.

III. Materials Needed:

Pictures of a post office (exterior and interior)
Assignment cards

IV. Procedure:

1. Using the picture of a post office, elicit from the students language related to the post office and its services, e.g. post office, send, package, letter, buy stamps.

2. Give students homework assignments. They can pair up to do these. Encourage them to ask questions of their own as well. Following are examples of assignments:

    How much does it cost to send a package airmail to Vietnam?

    How much does it cost to send a package surface mail to the U.S.?

    How much does it cost to send a letter to France?

    How much does it cost to send a registered letter to the U.S.?

    How much does it cost to send a letter to the Palawan refugee camp?

    How much does an aerogram cost?

3. Spend some class time having students role play what they will say when they go to the post office to find out the answers to their assigned questions or questions of their own.

4. After two or three days, the students report back to the class what they learned.

Classification: Post Office -- Unit 11

By : Laurie Kuntz

Title : Letter Writing

I. Rationale:

Letter writing gives students practice in writing and talking about themselves, and helps them learn what are culturally appropriate topics, acceptable ways of opening and closing, acceptable ways to address people, appropriate uses of colloquial language, and alternative ways to say something (paraphrasing).

II. General Description:

The teacher presents sample letters to the class and asks students to identify the topics discussed in the letters. Students talk about the kinds of letters they receive. The teacher demonstrates how s/he would reply to one of the sample letters and the students then write letters of their own.

III. Materials Needed:

Three sample letters appropriate to students' language level

NOTE: The letters should be from three sources, each clearly showing by the language used a different kind of relationship with you, e.g. from your mother, from your student, and from your friend. For example:

Letter 1:

May 15, 1988

Dear Laurie,

How are you? I am fine. I'm very busy. Now I have a part-time job and I study three nights a week. I am learning a lot of English now.

I hope you can visit me when you get to the USA.

________________,

____

Letter 2

May 30, 1988
Bklyn, N.Y.

Dear Laurie,

We received your letter yesterday. We are glad to know all is fine with Steven and the baby. We all loved the pictures. We think the baby looks just like Steve. What do you think? What is the baby doing? Does he smile a lot? Does he sleep through the night?

When will you come home? We hope you can come home this summer. We can't wait to see you. All is fine at home. Daddy is on a diet now and he is losing lots of weight.

Please write soon and send more pictures. Let us know if you need anything. We love and miss you.

________________,

____

Letter 3

May 25, 1988
San Francisco

Dear Laurie,

Hi, I know it has been a long time since I've written, but I've been so busy. I have a new job now. I work at night as a bartender. The money is real good. I make lots in tips. I have a vacation in August. I have two weeks off. I was thinking of visiting you. Would that be okay? You know how much I love to swim and I hear the Philippines has wonderful beaches.

How are Steve and the baby? Send some pictures of the baby. He must be about 6 months old by now, right? Well let me hear from you soon. If I'm going to visit you I have to make plans. Take care, my best to Steven.

__________,
____

P.S. Is the Philippines expensive? I don't have that much money saved.

IV. Procedure:

1. Tell students you have received three letters --- one from your mother, one from your student, and one from your friend. Post the three letters on the blackboard.

2. Present each letter separately. Have students guess who wrote each letter and have them come up with different ways of signing the letter (e.g. "Love, Mom," "Miss you, Mom").

3. Ask the students what the subject matter of each letter is. Write down the topics:

   Family
   Health
   Vacation
   Studies
   Work
   Hobbies

4. Ask students who they get letters from and what they write about. From their answers make the following chart:

	Family	Friend	Teacher	Lover	Supervisor
FAMILY					
HEALTH					
VACATIONS					
STUDIES					
WORK					
HOBBIES					
LIFE					
PROBLEMS					
MONEY					

5. Ask the students if it is appropriate to write about the listed subjects with the people named at the top of the chart. Have them fill out the chart using a check for yes and an "x" for no.

6. Demonstrate how you would reply to one of the sample letters:

June 1, 1988
Philippines

Dear Susan,

It was great to hear from you. Your new job sounds great. It's good that you're working nights--you always had so much trouble getting up in the morning!

Steve and Noah are fine. Noah keeps us busy. I went back to work in April. With work and a baby I have no free time at all.

I'm sorry but I don't think it would be a good time to visit right now. It is rainy season; it rains all the time. You can't swim because the water's too rough so you wouldn't be able to go to the beach. I don't have any time off now, either.

I'm planning to be in California in October. I'll call you and try to visit you. Hopefully, you'll be able to visit next year. The best months to come are Oct.-March.

Write again, it was nice to hear from you. I hope you're happy and healthy.

Love,
Laurie

P.S. The Philippines isn't too expensive, but I'd bring a lot of money cause there are many nice things to buy. So, save your money!

7. Students now choose two people to write to, e.g. to you and to their best friend in camp.

8. The students report on the differences in the two letters they wrote in terms of topics, greetings, closings, etc.

9. Respond to each letter sent to you. This can be the beginning of a continuing letter exchange. Encourage students to continue an English letter exchange with their best friend too.

Classification : Social Language for Young Adults -- Unit 13 Addendum

By : Unknown

Title : Social Dilemmas

I. Rationale:

When our young adult students are in the U.S. they will face many situations which pose inter-cultural, inter-generational, and legal dilemmas for them. This strategy involves them in learning the English associated with some of those situations, and in thinking through how they might deal with them.

II. General Description:

Students write the text for a picture story depicting a social dilemma and write a continuation for the story. They role play difficult social situations presented on situation cards and interview Americans to find out more about how those situations would be dealt with in the U.S.

III. Materials Needed:

"Dai's Story," a picture story available in the IMS ESL Materials Library; see Variations, below, for other social dilemma stories.

Situation cards with the following written on them:

Card 1	Card 2
You go to a party at a friend's house. At the party, some people are passing around marijuana cigarettes.	Your next-door neighbor invites you to a party. Everyone at the party is drinking beer when, suddenly, two people begin to fight. No one can stop them, so you call the police.
Card 3	**Card 4**
A friend invites you to go to a party with him. At the party, he has too much to drink. On the way home, the police stop him because he is driving recklessly.	You invite your friends to a party at your house. Some of your friends have too much to drink. When they leave, a couple of them kick over garbage cans. One of them throws a stone through your neighbor's window. The police come.

IV. Procedure:

1. Post "Dai's Story," one picture at a time, processing each picture and asking students to predict what will come next.
2. Students create a text for each picture.

3. Divide the class into small groups to write a continuation of the story.

4. Students role-play what they have written.

5. Hand out one situation card to each group. Each group writes a dialogue and acts it out for the whole class.

6. Ask students to use sources outside the classroom (e.g. interviews with Americans) to find out the consequences of the situations.

7. After several days, students report back on what they found out.

V. Variations:

Other dilemma stories which could be used in this strategy include:

Dilemma No. 1

Ta Chock is a Khmer refugee in the U.S. His friend, Dave, invited him to a party one Saturday night. Chock was very happy and surprised, and he accepted right away.

At the party, all of the Americans drank a lot of beer. By the end of the party, Dave was very drunk. Chock told Dave he should not drive home, but Dave said he was fine. Chock was afraid to ride with Dave, but he didn't want to leave his friend alone.

If you were Ta Chock, what would you do?

Dilemma No. 2

Lai is a 15-year old Vietnamese girl in California. She came to America with her parents three years ago, and now she goes to high school. One day, Charles, a 17-year old schoolmate asked her to go to a school dance with him. Lai's parents were worried but they allowed her to go. Lai was very excited because it was her first date.

Charles picked her up at home and drove her to the dance. The dance was a lot of fun and Lai was very happy. On the way home, however, Charles stopped his car and tried to kiss her. Lai was shocked and didn't know what to do.

What, in your opinion, should she have done?

Dilemma No. 3

Bob is a student at Culver City High School. He is a good athlete and a good student. He is handsome and very popular. One day he invited Kwan, a Laotian girl, to go out with him.

Kwan likes Bob. She thinks he is a nice boy and she wants him to be her friend, but she doesn't want to go out on a date with him because she already has a boyfriend.

What do you think she should do?

Dilemma No. 4

(This is a picture story, available at
the IMS ESL Materials Library)

Frame 1: Many people are drinking and dancing at a party.
Frame 2: After the party, three boys are still drinking.
Frame 3: They get into their car and weave down the highway.
Frame 4: A policeman chases them on a motorcycle.
Frame 5: He stops the boys.
Frame 6: He asks the driver for his driver's license.
Frame 7: The policeman orders the driver to walk a straight line, but the boy can't walk straight.
Frame 8: The policeman arrests the boys, takes them to the police station, and puts them in jail.

PART II

MATERIALS

INTRODUCTION

The Strategy Notebook, Part II, is the culmination of an effort that was begun over four years ago. It is the result of the collaborative work of teachers, supervisors and program officers, working in classrooms and in committees to develop, review and fieldtest the many ideas which staff shared with each other.

Part II of the Strategy Notebook is divided into five sections: 1) Books, 2) IMS ESL Materials, 3) Learning Resource Center Materials, 4) Photos and Slides, and 5) Videos.

Each section is a compilation of instructional materials, accompanied, in some cases, by suggestions on how to use the materials in an open-ended way. (See the discussion in the introduction to this book.) The Books and the Videos sections provide a comprehensive listing of all the items we currently have under those categories, while the remaining three sections highlight only some of the many materials which are available.

It is hoped that, by providing a handy description of many of the materials available to ESL-AB teachers at ICMC, Part II of the Strategy Notebook will be a valuable resource in planning lessons.

Special thanks for making Part II of the Strategy Notebook possible go to each of the committee chairpersons:

Ben Vacio, Book Committee
Helen Aguilar, Materials Review Committee
Celsa Alojado, Learning Resource Center Committee
Josie Pajel, Photo/Slide Committee
Laurie Kuntz, Video Committee

Thanks go to Ben Vacio for his patient work in laying out the ESL-AB Book section, and to Jesus Mercado, Abraham Ocfemia, and Rex Pe, who steadily and carefully worked with layout editor, Helen Aguilar, in putting together the other four sections of Part II. Special thanks go also to Norberto Alejado of IMS for all the support he gave us in preparing the camera ready copy.

Pindie Stephen

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INTRODUCTION

This section of the Strategy Notebook, Part II, contains the text and illustrations of every one of the fifty-four ESL-AB Books. It represents an enormous amount of work on the part of gifted authors, editors and illustrators. The Book Committee,* begun in 1986, coordinated the book development project by prioritizing and editing stories submitted to it, and by monitoring their illustration, fieldtesting and production.

The ultimate goal of these books is to meet the needs of our beginning readers by providing predictable reading materials, i.e. reading materials rich in cues which support the reader in making meaning from the text. The Book Committee considered the following criteria when reviewing each book: Was it of high interest to students? Was it based on students' background knowledge, beliefs, and experiences? Did it have supporting illustrations which clearly showed the meaning of the story? Was language used in context? The resulting books go a long way toward providing appropriate reading material for our beginning level students.

Grateful acknowledgement for this section goes, of course, to all of the authors and illustrators of the books, and to the IMS production staff. Thanks go also to Ben Vacio, the current chairperson of the Book Committee for putting this section together, and to the former chairpersons, Leda Denamarquez (1989-1990) and Srisuda Walsh (1986-1989) for bringing these books to completion. A special thanks goes to the volunteer artists who went way beyond the call of duty in drawing the reduced illustrations shown in this section.

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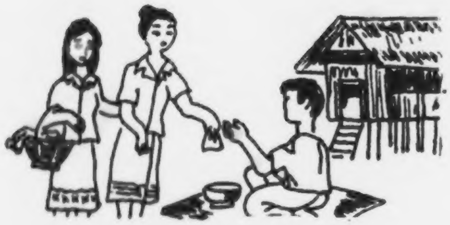
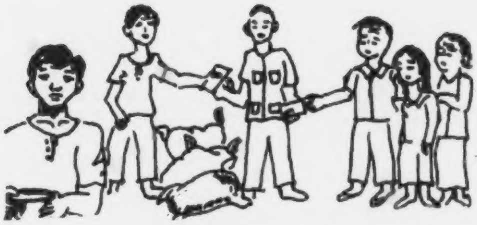
* More information about the Book Committee and its work can be found in the ESL-AB Handbook.

FOLKTALES

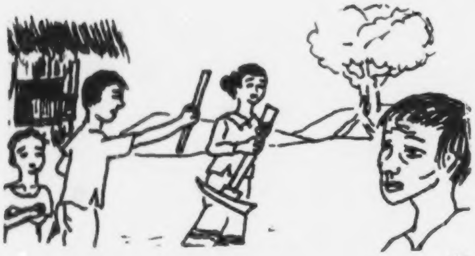
Title : The Beggar
Author/Editor : Srisuda Walsh
Original Illustrations by : F. R. M. Maralag III
Reduced Illustrations by : Abraham Ocfemia
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



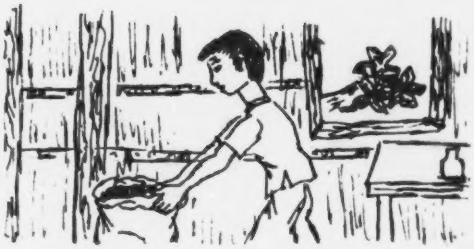
Once upon a time in a small village there was a beggar. Everyday he begged for rice from the villagers.



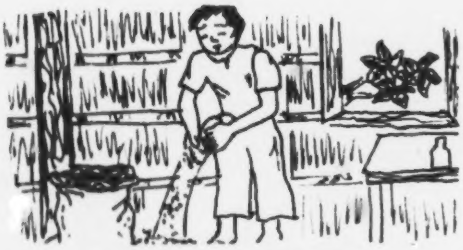
One day he said to himself, "If I have a lot of rice, I will sell it and buy a wife."



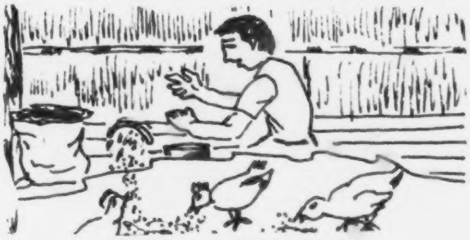
"When we have a child, I will take care of him while my wife works in the rice fields. If she says no, I will hit her."



Then the beggar went into his room to see how much rice he had.



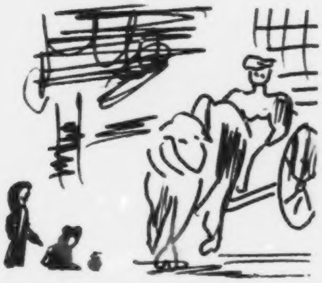
While he was pouring the rice from the bag, the bag slipped from his hands.



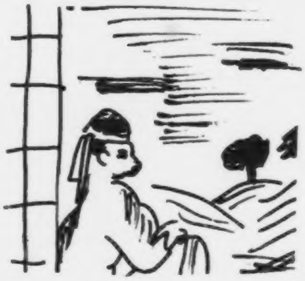
The rice fell through the floor and the neighbors' chickens ate it all up.

BEST COPY AVAILABLE

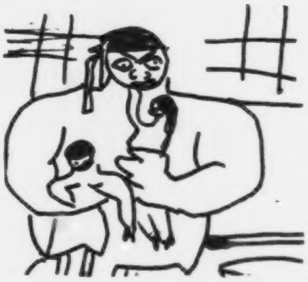
Title	:	The Giant
Author/Editor	:	Khaysavang Somsak, edited by Linda Dumo
Original Illustrations by	:	F. R. M. Maralag III and Bienvenido Reynoso
Reduced Illustrations by	:	Cuong Van Pham
Where Available	:	Classroom Libraries, IMS Materials Library Learning Resource Centers, Neighborhood Libraries



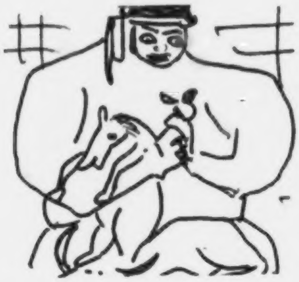
Once upon a time there was a powerful giant who lived in a big palace.



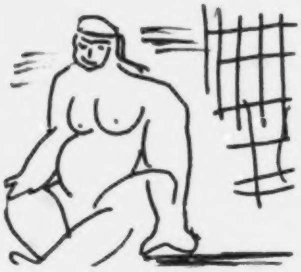
Everybody went by his palace,



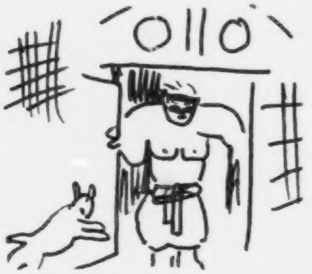
and the powerful giant would eat anyone who walked by.



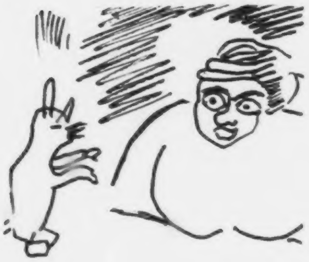
He would eat animals too.



Soon, nothing passed by.

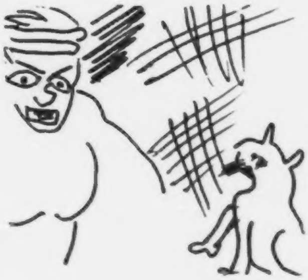


Finally, a clever cat went to visit him.

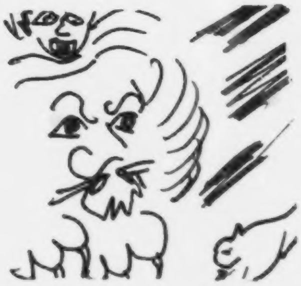


The cat congratulated him. "I hear everybody say that you're very powerful. You can become anything you want to. Is that true?"

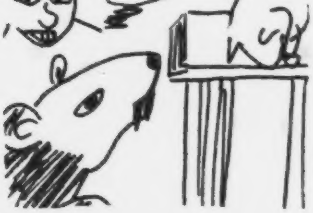
"It's true," he answered.



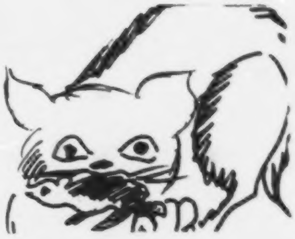
The cat asked, "Could you become an animal?" "Sure," said the giant.



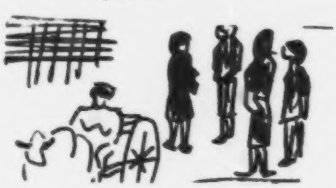
Then the giant turned himself into a big lion. The cat jumped and shouted, "Oh, no! I'm afraid! Please turn yourself into a smaller animal!" "Like what?" the giant asked. "A rat," the cat replied.



"OK," the giant said. Then he became a small rat and ran around the floor.

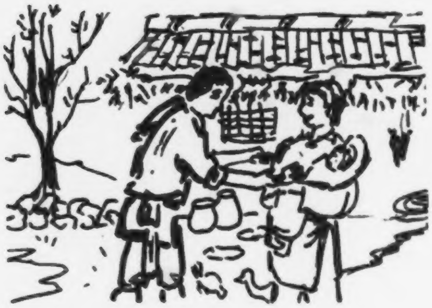


When the cat saw that, he jump down to catch the rat and ate it all up.

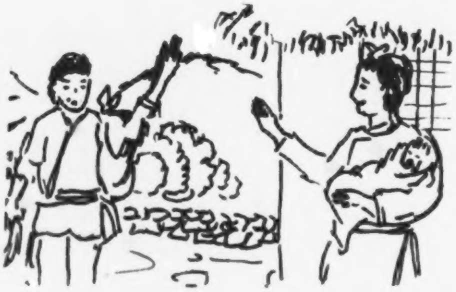


After that, there were no more giants, and everybody could go anywhere and have a happy life.

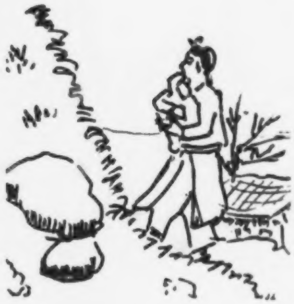
Title : Hon Vong Phu
Author/Editor : Alan Blackstock
Original Illustrations by : Sam Torrejos
Reduced Illustrations by : Abraham Ocfemia
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



Long ago in Central Vietnam there was a happy family - a husband, a wife and a baby boy.

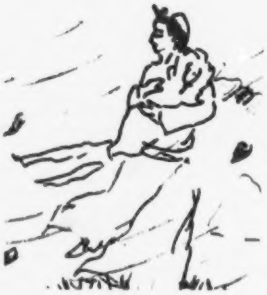


One day the husband was called to fight in a war far away from home.

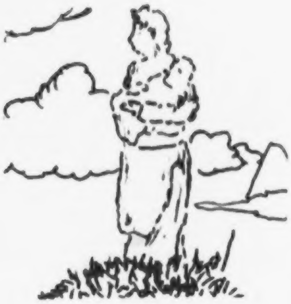


His wife was very sad, and missed him very much.

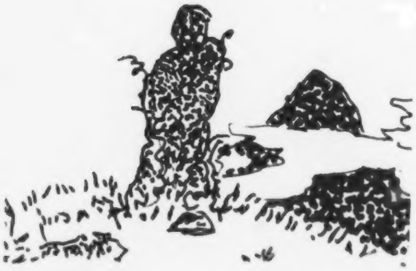
Every afternoon she took her baby in her arms, and climbed to the top of a nearby mountain to look for her husband.



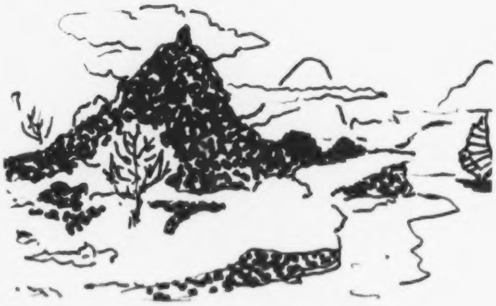
She stood there waiting in the wind, rain and storm,



until at last she became a stone.

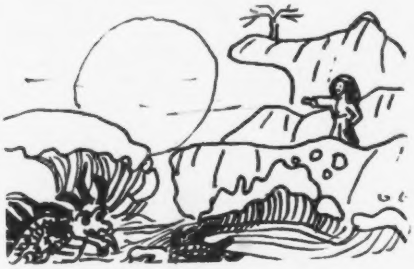


And today, if you go to Central Vietnam, you can see a mountain beside the sea.

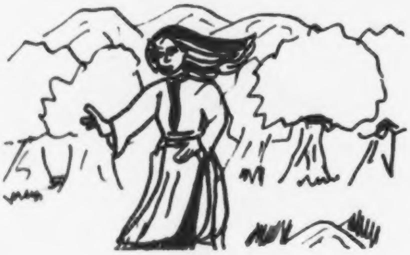


On top of the mountain is a stone that looks like a woman holding a baby, still waiting for her husband, who will never come home.

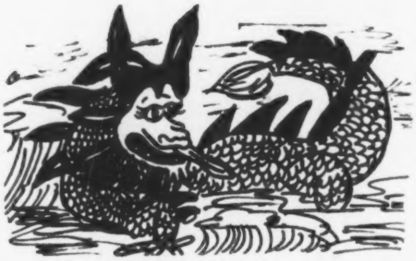
Title	:	Lac Long Quan And Au Co
Author/Editor	:	Nguyen Thi Hong Nhung and Nguyen Quoc Thai
Original Illustrations by	:	F. R. M. Maralag III
Reduced Illustrations by	:	Reiko Padilla
Where Available	:	Classroom Libraries, IMS Materials Library Learning Resource Centers, Neighborhood Libraries



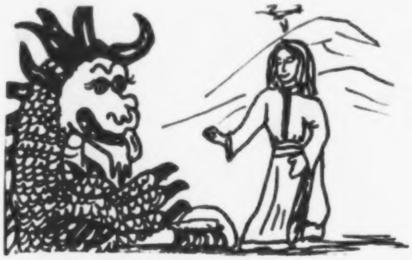
Long ago, there lived a great dragon and a fairy queen.



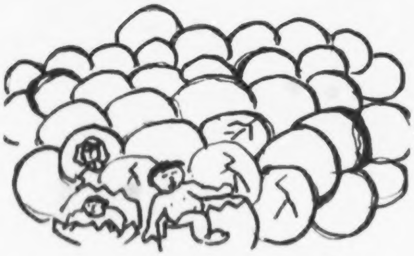
The fairy queen, Au Co, was the queen of the mountains.



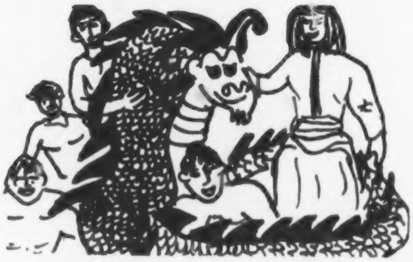
The great dragon, Lac Long Quan, was the king of the sea.



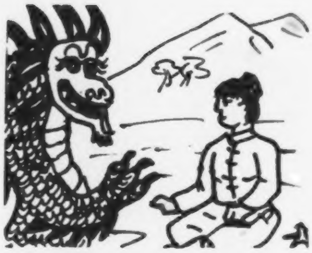
One day, Lac Long Quan and Au Co saw each other for the first time. They knew when they met that they were in love.



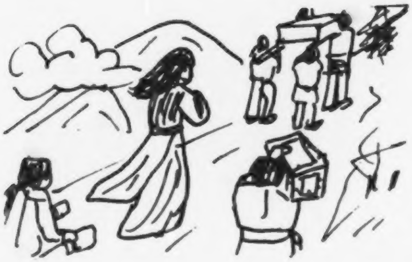
Several months later, the great dragon and the fairy queen had children. One hundred sons were born from one hundred pearl-shaped eggs.



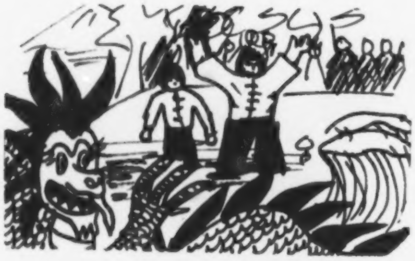
Lac Long Quan and Au Co watched over their children until the boys had grown big and strong.



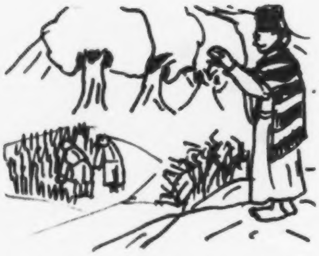
The great dragon then talked to the queen of the mountains. He told her that the time had come for her to return to the mountains and for him to return to the sea.



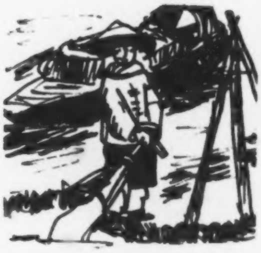
Au Co sadly left, taking fifty sons with her to her home in the mountains.



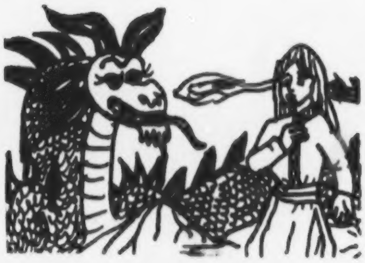
Lac Long Quan took fifty sons with him and returned to the sea.



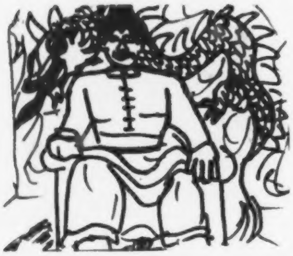
The fifty sons in the mountains became the hill people of Vietnam.



The other fifty sons, who went to the sea, became Vietnam's lowland fishermen and farmers.



Lac Long Quan named his oldest son Hung Vuong.



Hung Vuong became the first king of Vietnam.

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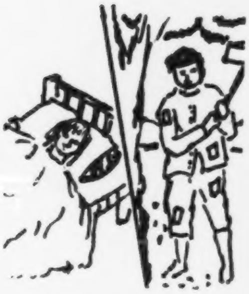
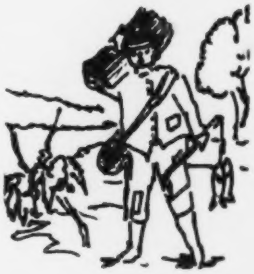
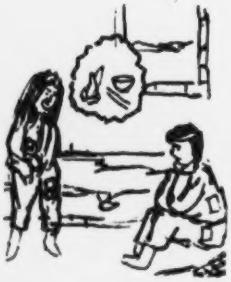
Title	:	The Legend Of The Bamboo Shoots
Author/Editor	:	Lan Thi Kieu, Tuan Anh Le, and Hau Duc Noo, edited by Lea Bondad and Josie C. Pajei
Original Illustrations by	:	Abraham Ocfemia and Bao That Jon
Reduced Illustrations by	:	Abraham Ocfemia
Where Available	:	Classroom Libraries, IMS Materials Library Learning Resource Centers, Neighborhood Libraries



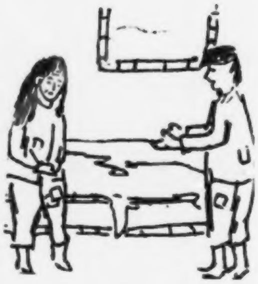
A long time ago, there lived a woodcutter named Manh Tong. He lived with his mother who was very old and sick.



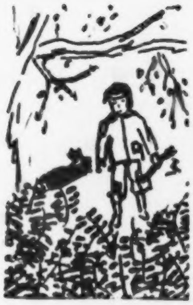
Manh Tong traded wood for rice and vegetables so they could eat.



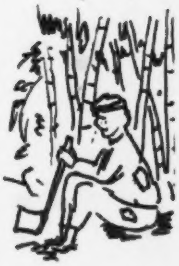
One day he asked, "Mother, what food do you think would help you get well? Please tell me and I will get it for you." His mother replied, "I want to eat bamboo shoots."



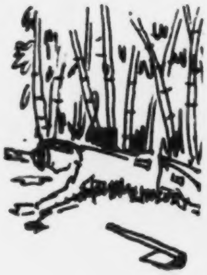
"It's summertime, mother. There are no shoots now," Manh Tong explained.



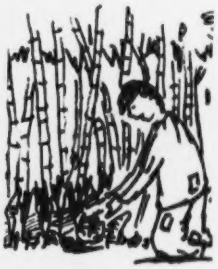
But he loved his mother very much, so he went to the forest to look for bamboo shoots. He roamed the forest until he was very tired.



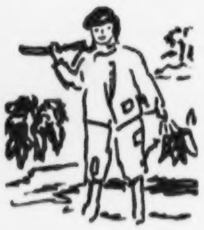
He found a bamboo grove, but there were no bamboo shoots to be seen. He sat down and cried. His tears watered the bamboo grove.



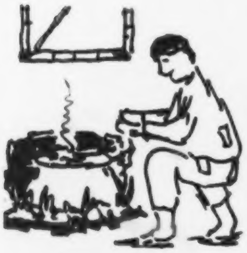
Finally, he fainted.



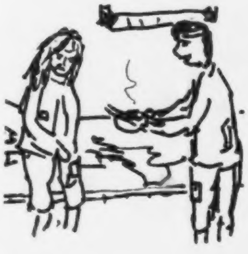
After a while, he came to. He was surprised to see many small bamboo shoots on the ground.



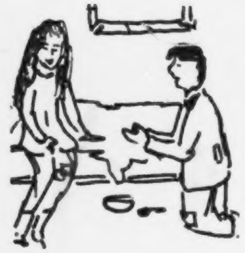
He picked some and hurriedly went home.



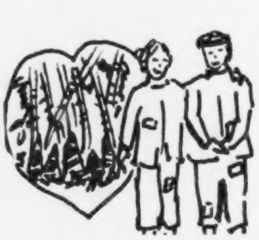
He cooked the bamboo shoots.



He served them to his mother.

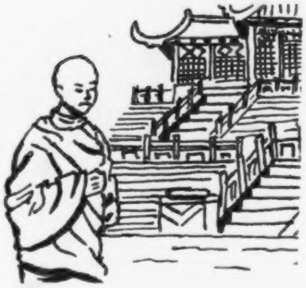


After his mother ate them, she got well.

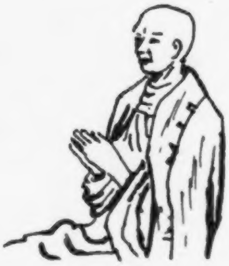


Since then, bamboo shoots have been called, "Manh Tong." Bamboo shoots are a symbol of children's love and respect for their parents.

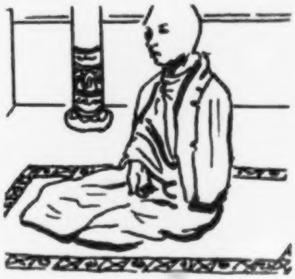
Title : The Legend Of The Tea
Author/Editor : Jesus Mercado
Original Illustrations by : Bienvenido Reynoso
Reduced Illustrations by : Jesus Mercado
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



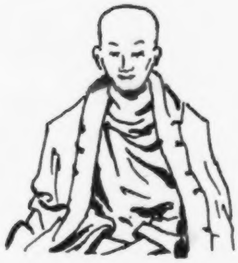
A long time ago, a Buddhist monk lived in China. His name was Bodhidharma.



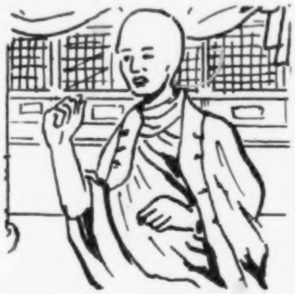
Bodhidharma was always meditating.



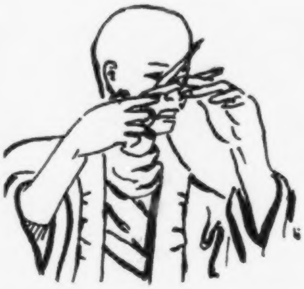
He spent nine years meditating in front of a wall.



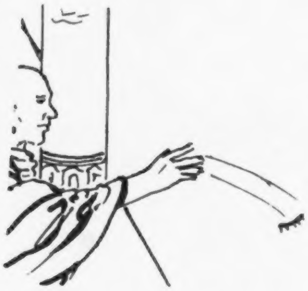
One day he fell asleep while meditating.



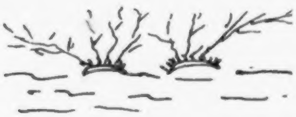
When he awoke, he was very angry with himself for falling asleep.



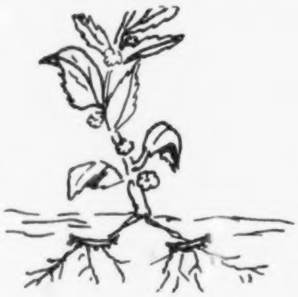
So, he cut off his eyelids.



He threw them on the ground.

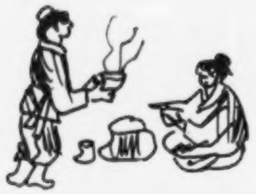


The eyelids grew roots,

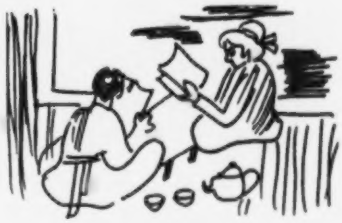


and became a tea plant.

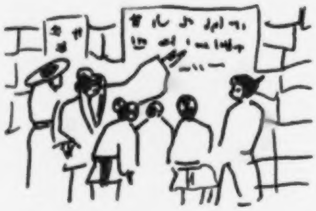
Title : Luu Binh and Duong Le
Author/Editor : Alan Blackstock
Original Illustrations by : Sam Torrejos
Reduced Illustrations by : Coung Van Pham
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



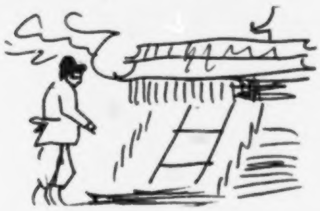
Luu Binh and Duong Le were students. They were also good friends. They always studied together and they shared everything. They shared their food, their money and their clothes.



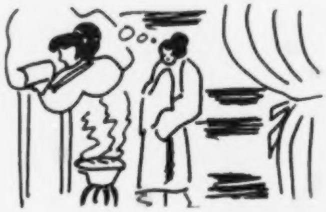
They had to study hard because they wanted to pass the exam to get a job in the palace.



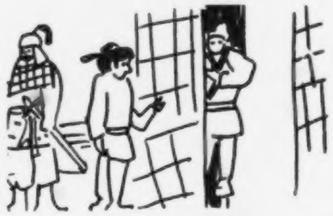
But when they took the exam, Duong Le passed and Luu Binh failed. Luu Binh was very sad because he could not go to work in the palace with his friend.



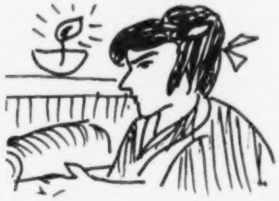
After some time, Duong Le became very rich from his work, but Luu Binh was still poor. So one day Luu Binh went to the palace to ask Duong Le for help.



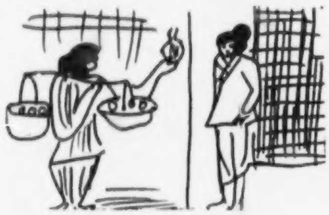
But Duong Le's servant sent him away. Luu Binh was sad and angry. "Now that Duong Le is rich, he has forgotten his best friend," he thought.



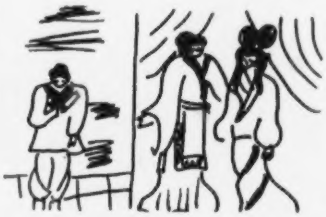
But Duong Le had not forgotten Luu Binh. He wanted to make Luu Binh study hard so he could pass the next exam.



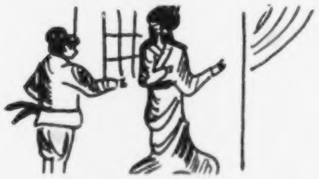
And that is what happened. When Luu Binh saw that his friend would not help him, he knew he had to work hard to help himself. So he studied hard every night.



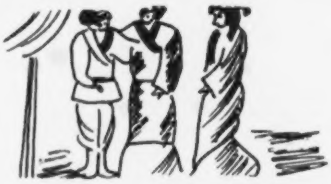
After a few days, a woman selling fruit came to Luu Binh's home and gave him some money. "Why are you giving me money?" Luu Binh asked. But the woman went away saying nothing.



The next time Luu Binh took the exam, he passed. He went straight to the palace to tell Dung Le. When Dung Le heard that Luu Binh was outside, he sent his wife to meet him.

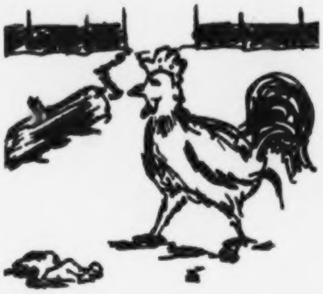


Luu Binh was very surprised to see the woman who had given him money, "Why are you here?" he asked. "I am Dung Le's wife," she answered.

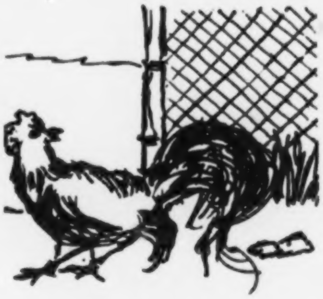


Then Luu Binh knew that Dung Le had not forgotten him, but helped him in a different way. The two men became close friends again, as they had been when they were students.

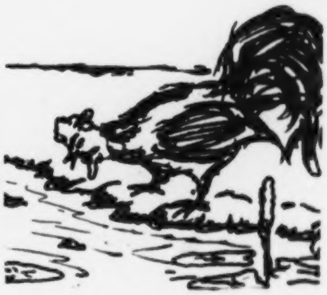
Title : The Rooster
Author/Editor : Srisuda Walsh
Original Illustrations by : F. R. M. Maralag III
Reduced Illustrations by : Abraham Ocfemia
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



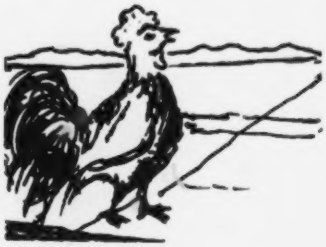
A hungry rooster was looking for food to eat. He looked under a log and around rocks.



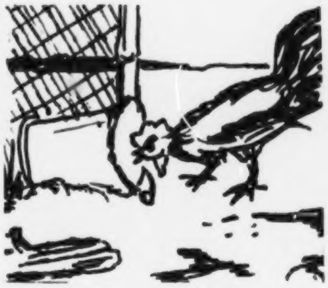
He looked behind the fence.



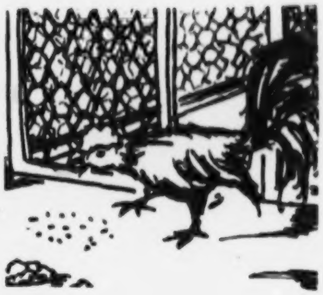
He looked into the water.



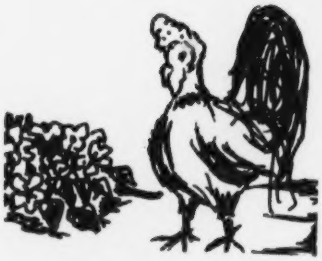
He looked on the street.



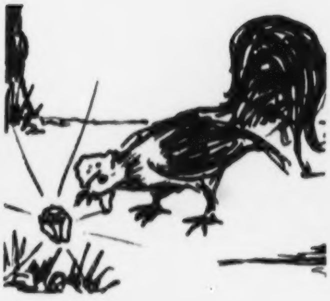
He looked in the bucket.



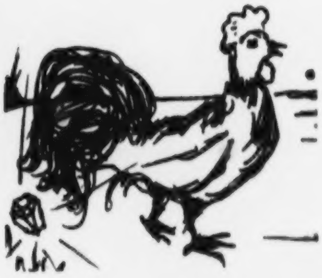
He looked next to the coop.



He looked near the flowers.

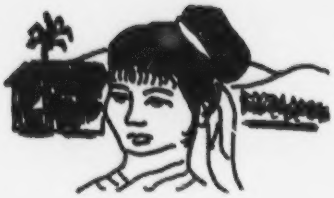


The rooster saw a shiny stone. He looked at it a long time. Then he knew. This was a special stone.

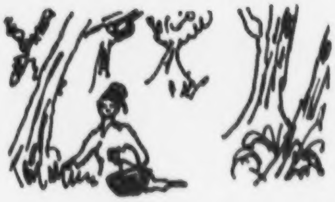


He thought, "To me you are not worth a grain of rice." The thin rooster stepped over the stone. He moved away and continued looking for food.

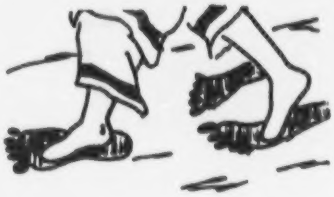
Title : Saint Giong
Author/Editor : Rosalie Casis
Original Illustrations by : Ly Van Xinh
Reduced Illustrations by : Agnes Foronda
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



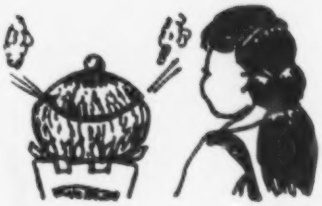
A thousand years ago, a poor woman lived in a small village in Vietnam. She was neither beautiful nor young. She wasn't married.



One day the woman went to the forest to get some vegetables.

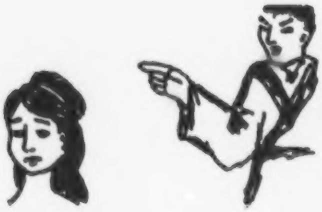


She saw strange footprints and stepped in them.

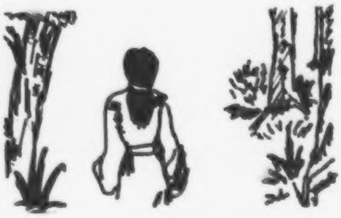


She went home and cooked her meal.

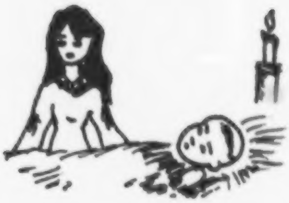
After she ate, she felt sick.



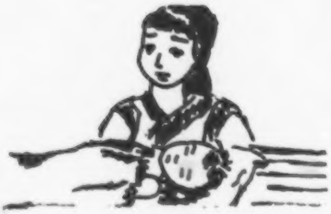
She knew she was pregnant. People said, "She is bad."



She felt ashamed, so she left her village and went to live in the forest.

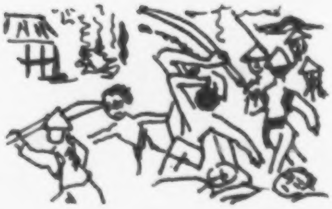


After nine months and ten days, a child was born. She called him Giong.



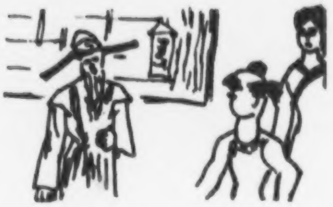
She looked after Giong alone. He ate a lot, buy stayed very small.

Three years passed, but he still couldn't speak or cry. He only lay in bed everyday. The mother felt very sad but couldn't do anything.

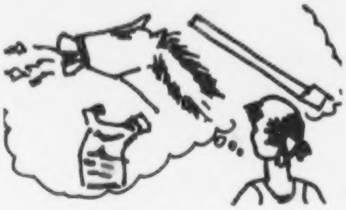


At that time, the enemy from the north attacked her country. They were very strong. They killed many children and old people.

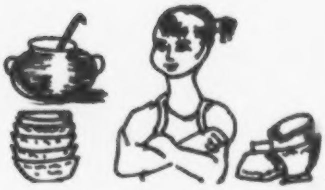
The king sent people all over the country to find brave and wise men to save the country.



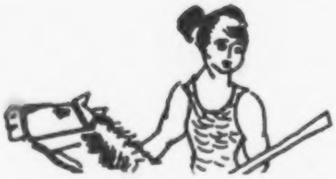
When the king's man came to Giong's village, the boy suddenly got up and called him. His mother was very surprised.



Giong asked the king's man to make an iron horse, armor and a long iron stick. He promised to defeat the enemy.

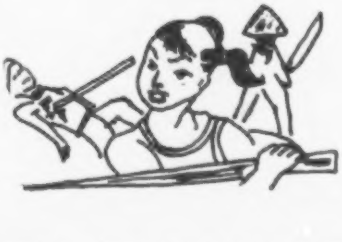


When the man left, Giong asked his mother for a lot of food and water. He ate and drank for many days and nights. Giong grew up quickly and he became a strong man.

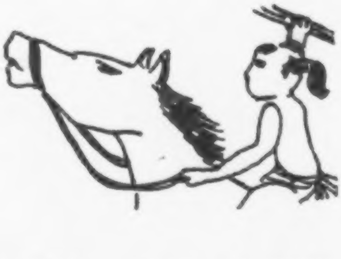


A week later, the King's man came back with the iron horse, the armor and the iron stick. Giong put on the armor, took the stick in his hand and rode away on the horse to fight the enemy.

Fire came out of the horse's mouth.



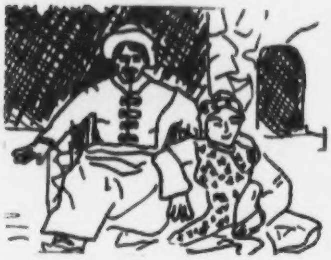
Giong used his iron stick to kill the enemy soldiers. When the stick broke, he pulled up bamboo to kill them. Giong defeated the enemy.



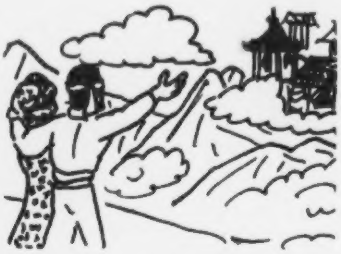
Then he went to the top of a mountain and flew into the sky.

After that, the people called him 'Saint Giong' and built a temple to honor him.

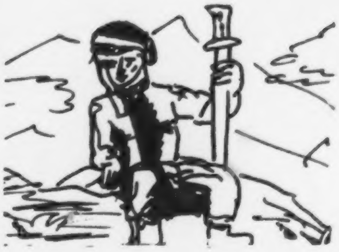
Title : Son Tinh And Thuy Thinh
Author/Editor : Tien Ngoc and Nguyen Quoc Thai
Original Illustrations by : F. R. M. Maralag III
Reduced Illustrations by : Reiko Padilla
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



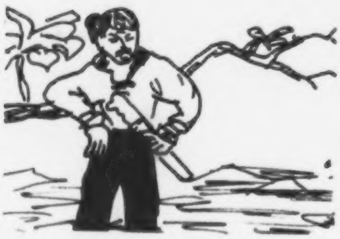
King Hung Vuong VIII had a beautiful daughter.



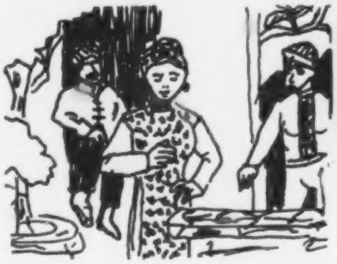
Son Tinh was the King of the mountains.



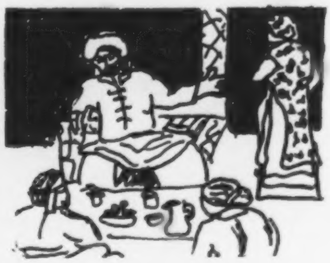
Thuy Tinh was the king of the sea.



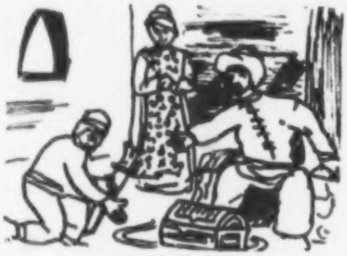
Son Tinh and Thuy Tinh both wanted to marry King Hung Vuong's daughter.



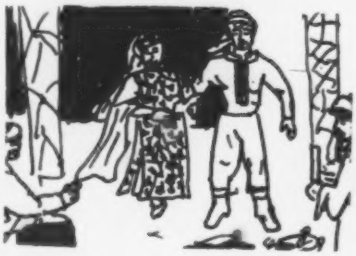
One day, the King made the two young men a promise. The first man to bring an offering to the king would be allowed to marry the beautiful princess.



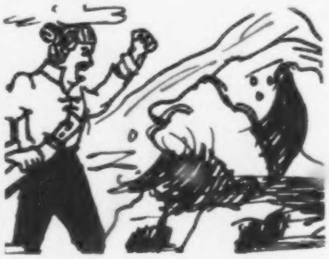
Early the next morning, Son Tinh was the first to bring an offering to the king.



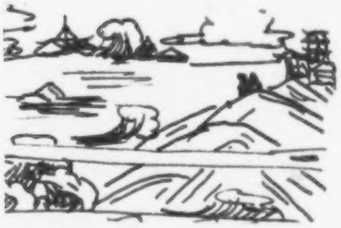
Later that day, the young man married the princess.



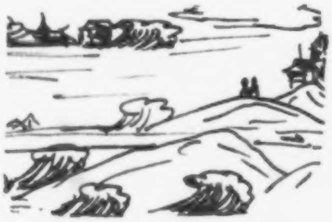
Son Tinh then took his wife to their new home high in the mountains.



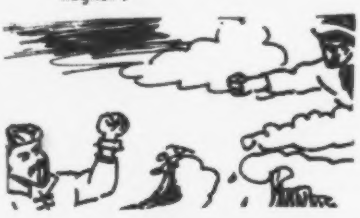
Thuy Tinh became very angry and jealous. He made the rain fall and the wind blow. The flood waters rose higher and higher.



Son Tinh took his wife and moved higher up the mountain to escape the rising flood waters.

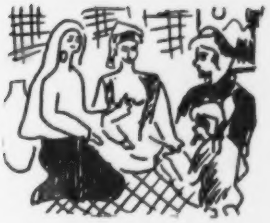


Thuy Tinh could not reach them. Son Tinh and his wife were safe, high in the mountains.

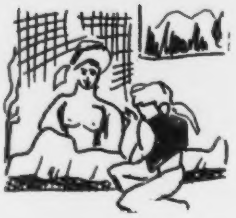


Every year when the winds, rain and floods come to Central Vietnam, Son Tinh and Thuy Tinh continue the fight that was begun hundreds of years ago.

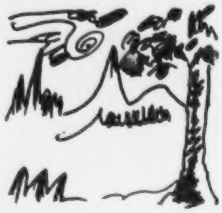
Title : The Star Apple Tree
Author/Editor : Linda Dumo
Original Illustrations by : F. R. M. Maralag III
Reduced Illustrations by : Cuong Van Pham
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



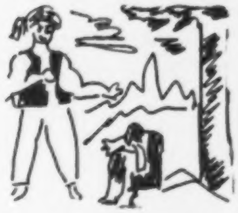
A long time ago in a faraway country, there was a poor family with two sons.



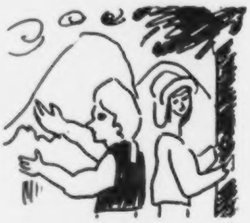
When the parents died, they left an inheritance of a small field and a star apple tree.



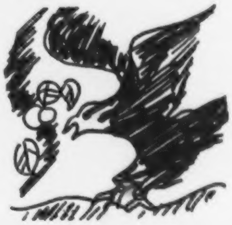
The field was very good and the star apple tree was very old.



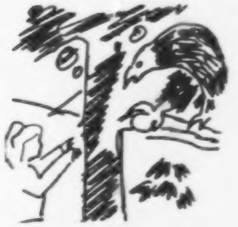
The older brother took the field by force and gave the star apple tree to his younger brother.



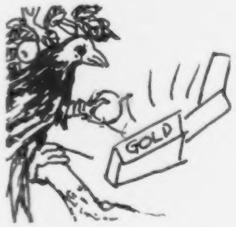
The younger brother was very sad, but he couldn't do anything about it.



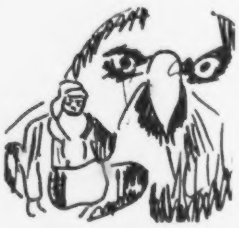
When the star apple tree bore fruit, a strange thing happened. A great eagle flew to the tree and began eating the star apples.



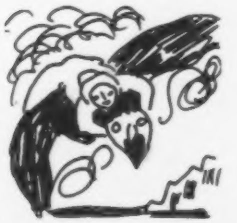
The younger brother saw this and said, "Oh, eagle, please don't eat any fruit. I need the star apples to exchange for rice."



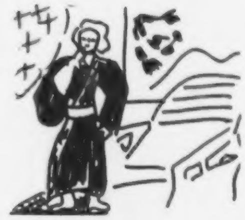
But the great eagle said, "I'll pay you back with gold."



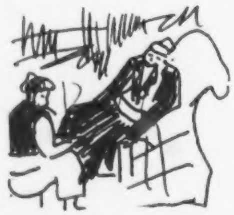
"But first, you must sew a bag. Tomorrow I'll come back and we will fly to Gold Island."



And that was exactly what happened.

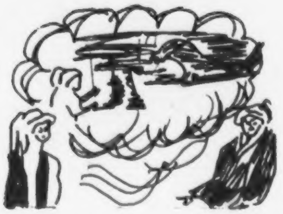


The younger brother became a rich man.

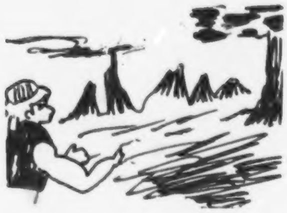


When the older brother heard about it, he hurried to visit his younger brother and asked, "How did you become rich?"

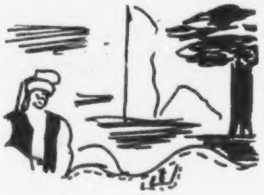
Title : The Starapple (Cont...page 2)



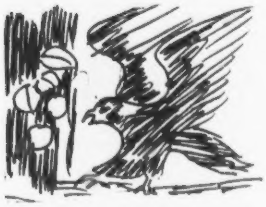
The younger brother told him what had happened at the old star apple tree.



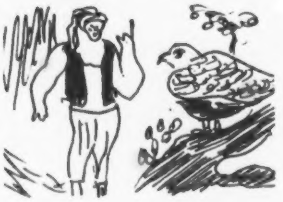
So the older brother exchanged his inheritance for the tree.



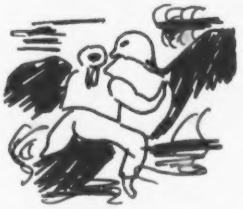
The older brother sewed a big, big bag that would hold a lot of gold.



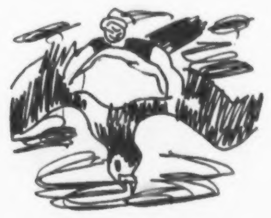
The eagle returned.



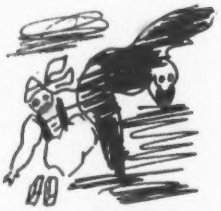
This time, the eagle took the older brother to Gold Island.



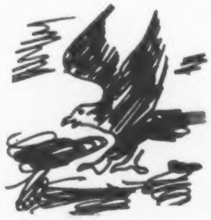
When they flew back across the sea, the eagle couldn't fly very high because the bag of gold was too heavy.



But the older brother did not want to lessen the weight.

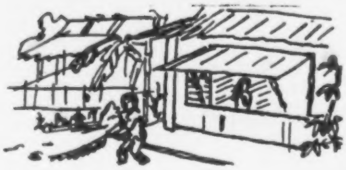


So the eagle flew low and the older brother fell off the eagle's back.

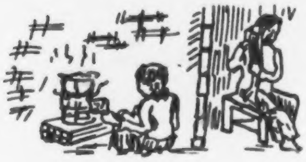


He sank into the sea with his bag of gold and the eagle could not save him.

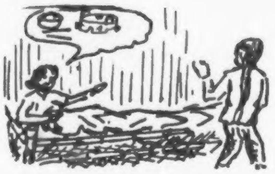
Title : The Story Of The Pineapple
Author/Editor : Cycle 81 Students, edited by Rosalie Casis and Emily Herrick
Original Illustrations by : Tran Van Rieng
Reduced Illustrations by : Jesus Mercado
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



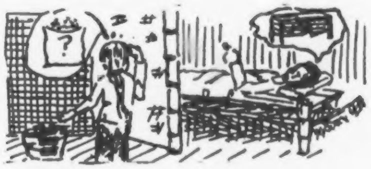
Once upon a time in a small village there lived a widow named Dua. She was very old and very weak.



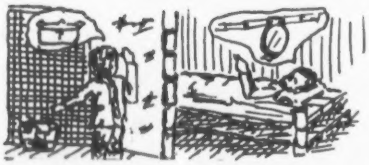
She lived with her daughter, Thom. Thom was young but lazy.



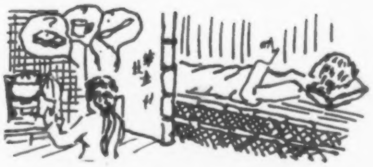
One day Dua got sick. She asked Thom to cook rice for lunch. Thom went to the kitchen.



She needed some rice. She went to her mother and asked, "Where's the rice?" Her mother answered, "In the cupboard."



Thom needed a pot. She went to her mother again and asked, "Mother, where's the pot?" "Under the sink," her mother answered.



Thom needed a match, a cup and a ladle. She asked her mother where all these things were.

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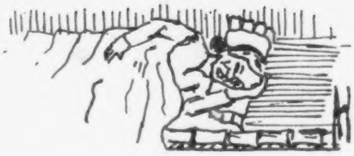
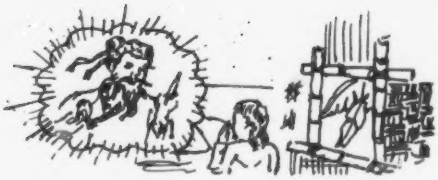
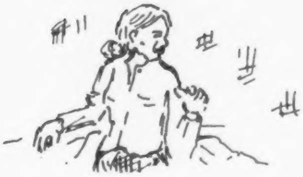


Her mother was tired of answering so many questions. Dua got angry and cried.

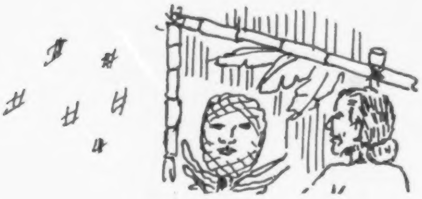


Suddenly a fairy appeared and asked, "Why are you crying? Can I help you?" Dua answered, "Yes, I wish my daughter Thom had many eyes so she could see all the things she's looking for."

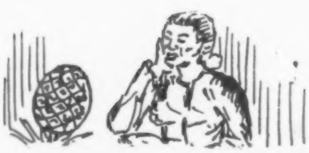
"You will have your wish," the fairy answered, and soon he disappeared.



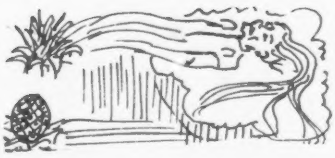
Dua called her daughter, but Thom didn't answer. She called her again. She heard her daughter's voice in the garden.



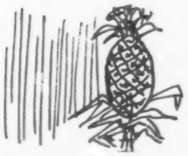
Dua hurried to the window, and in the garden she saw a strange fruit with many spots that looked like eyes. The fruit answered, "I am here, mother, but because of your wish I turned into this fruit."



Dua called this fruit by her daughter's name, Thom. Dua was very sad because she missed Thom so much.

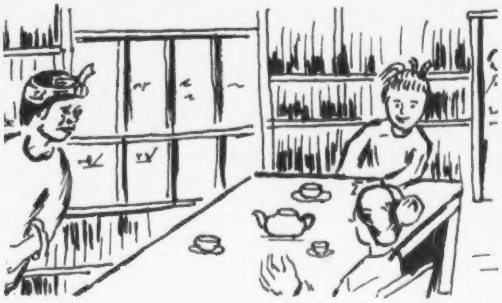


Soon Dua died. When she died, she became a crown of leaves on the fruit. So Dua and Thom were together again.

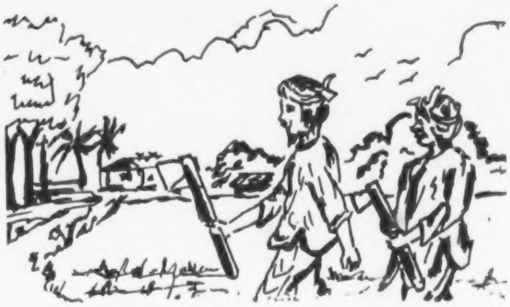


This is why the pineapple is called "Thom" in Vietnamese. Pineapple, the new fruit, became the symbol of a mother's love for her daughter in spite of all her daughter's faults.

Title : The Stupid Son-In-Law
Author/Editor : The Cycle 133 Book Review Club, edited by Amelia L. Mendoza
Original Illustrations by : Long Kim Nguyen and Jesus Mercado
Reduced Illustrations by : Jesus Mercado
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries

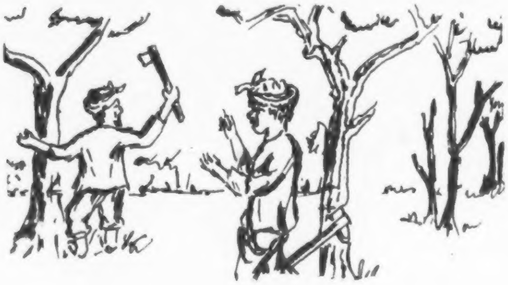


Long ago, a young man wanted to get married. His mother and sister said to him, "You must be good to your wife's parents. Do whatever your father-in-law does and always help him."



One day the young man saw his father-in-law take an ax to cut a tree. He followed him and said, "Can I help you cut the tree?"

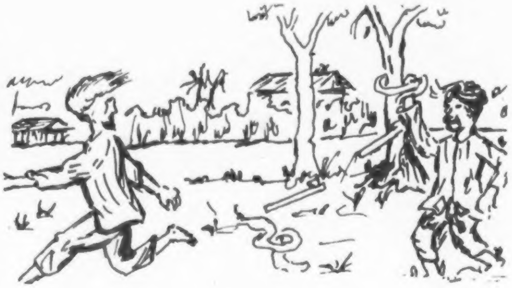
The father-in-law answered, "Sure! Come along."



When the father-in-law started to cut a tree, the son-in-law offered to do it for him. So the father-in-law left him by the tree and went to another tree.

Then the son-in-law stopped cutting the first tree and followed his father-in-law to the second tree. "Please let me cut down this tree," he said, so the father-in-law left him by the second tree and went to the third tree.

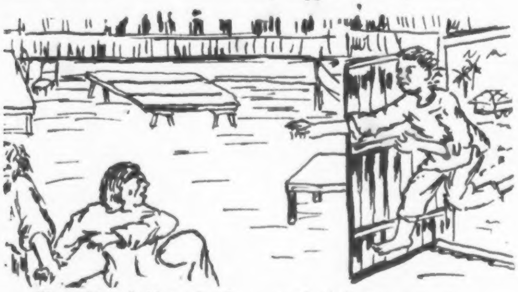
The son-in-law did not finish cutting the second tree but followed his father-in-law to the third tree. The same thing happened many times.



Each time, the son-in-law did not finish cutting down the tree, but followed his father-in-law to another tree.

The father-in-law thought the son-in-law was crazy. He got scared and ran away. When he looked back, he saw his son-in-law running after him. So the father-in-law ran even faster.

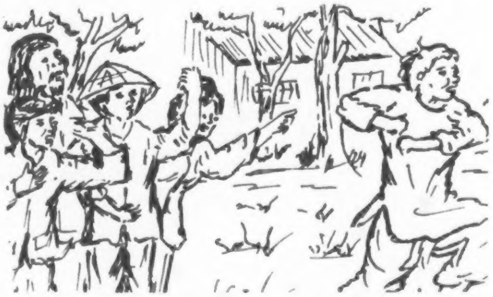
The father-in-law ran so fast that the towel wrapped around his head fell off. The son-in-law saw this and unwrapped the towel from his own head and threw it on the ground.



When the father-in-law reached home, he saw his wife sitting in the kitchen.

He grabbed her and whispered, "Stay away from our son-in-law. He's crazy." The son-in-law grabbed his mother-in-law too.

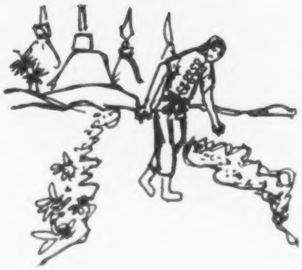
The father-in-law and his wife yelled for help. The son-in-law yelled for help too.



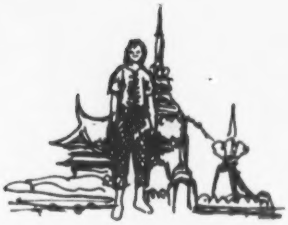
All the neighbors came to find out what the problem was. The young man explained that he was doing what his mother and sister had told him to do because he wanted to be a good son-in-law.

All the neighbors agreed that the son-in-law was the most stupid man they had ever known.

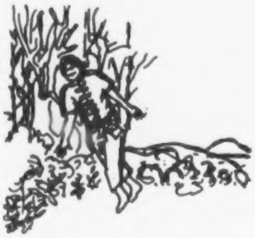
Title : Thao Gam Pha
Author/Editor : Carl Bankston
Original Illustrations by : Mario C. Hernandez
Reduced Illustrations by : Ben Vacio
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



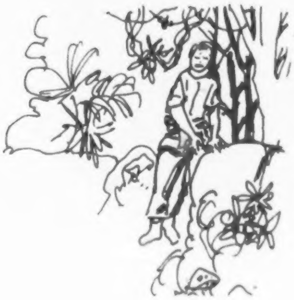
Many years ago a young man named Thao Gam Pha lived in a city in Laos.



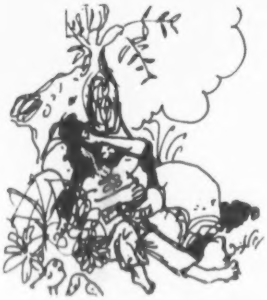
One day Thao Gam Pha left his city.



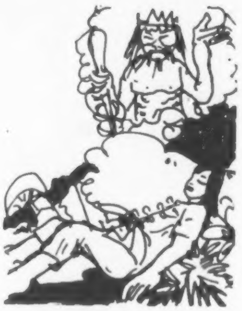
He walked for a long time.



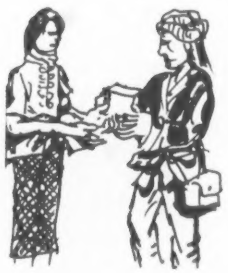
He became very tired.



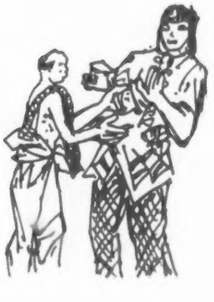
Thao Gam Pha went to sleep under a tree.



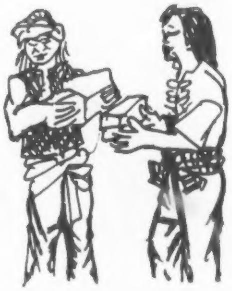
He dreamed. In his dream, he saw an old man.



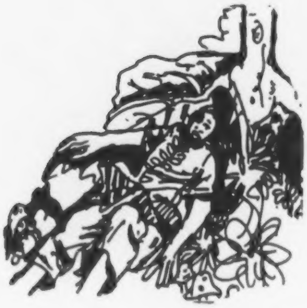
The old man said, "If anyone gives you anything, take it."



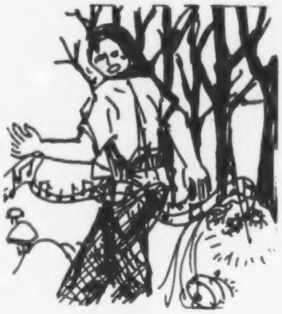
"If anyone wants to buy it, don't sell it."



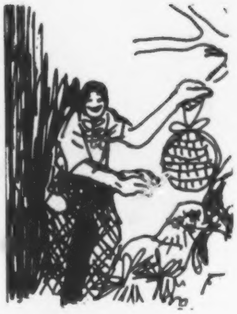
"If anyone wants to trade, trade."



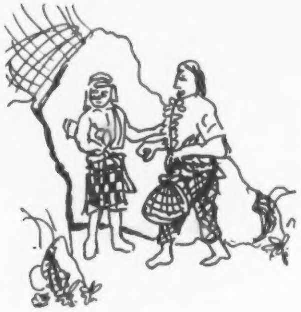
Thao Gam Pha woke up.



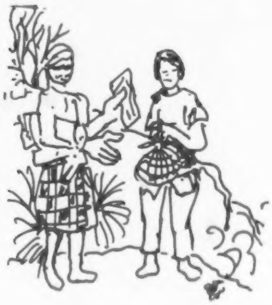
When he started to walk, he heard three crickets singing.



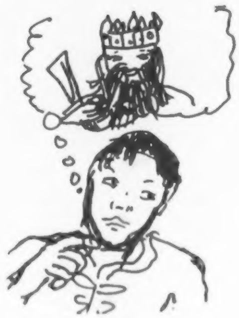
Thao Gam Pha caught the three crickets.



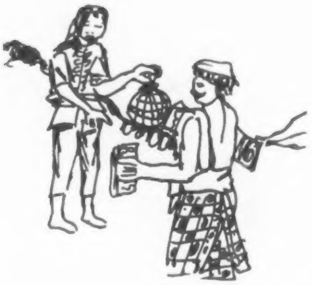
He met a man carrying cloth.



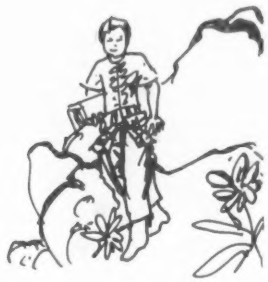
"Will you sell your crickets?" the man asked.



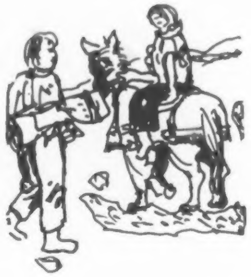
Thao Gam Pha thought of the old man in the dream.



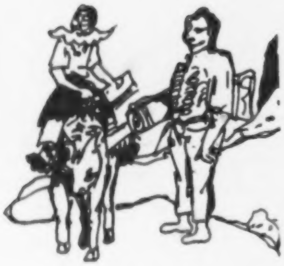
"No, but I will trade," Thao Gam Pha said.



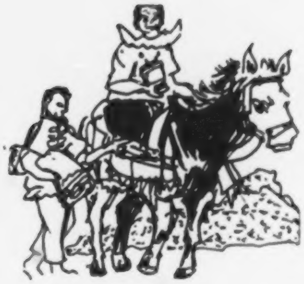
Thao Gam Pha walked on.



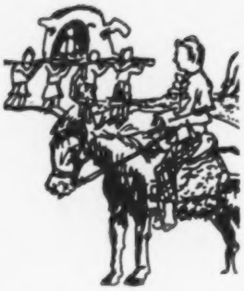
He met a rich man.



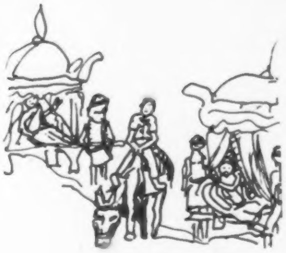
"I like your cloth," the rich man said. "Will you sell it?"



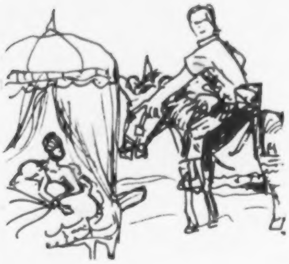
"No," said Thao Gam Pha, "but I will trade."



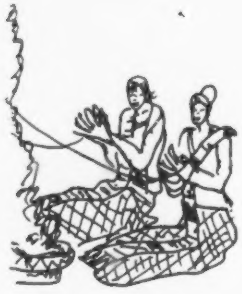
Thao Gam Pha rode the horse until he met a merchant with a beautiful daughter.



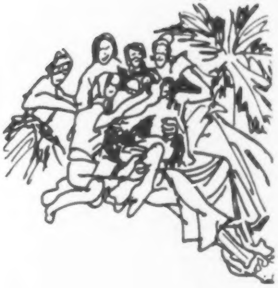
"I want your horse," said the merchant. "Will you sell it?"



"No," said Thao Gam Pha, "but I will trade."

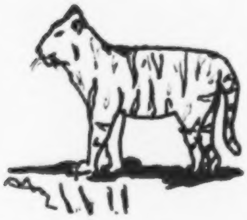


Thao Gam Pha married the merchant's daughter.

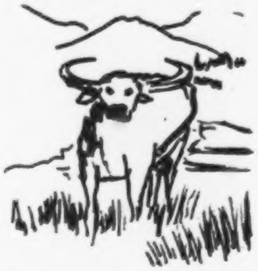


Thao Gam Pha became a rich merchant, had many children, and was very happy.

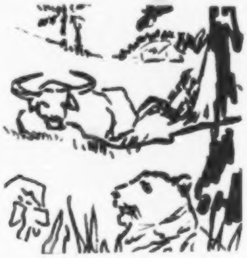
Title : The Tiger And The Buffalo
Author/Editor : Cycle 81 Students with Violeta Amolar, edited by Virginia Estante
Original Illustrations by : Ly Van Xinh and F. R. M. Maralag III
Reduced Illustrations by : Abraham Ocfemia
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



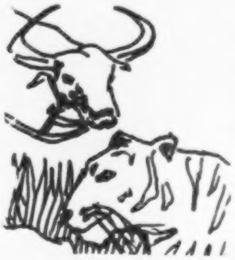
A long time ago, the fur of the tiger had many colors: yellow, blue, green, red, purple, orange, and pink. It was as beautiful as the rainbow.



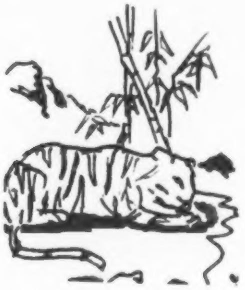
The buffalo looked handsome, too, because he had a nice set of teeth.



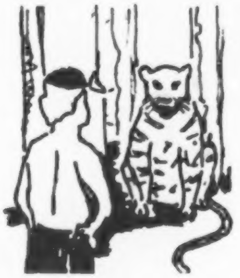
One day the tiger saw the buffalo tied to a tree. He said that the buffalo was afraid of people even though they were very small.



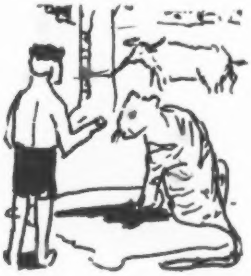
The buffalo disagreed. He said that people had wisdom.



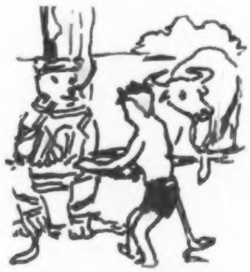
The tiger was confused. He didn't understand what "wisdom" meant.



He wanted to see wisdom so he asked the farmer about it.



"I will go to my farm to get wisdom," said the farmer. "But I must first tie you up or you might harm my buffalo."



The tiger agreed, and so the farmer tied him to a tree.

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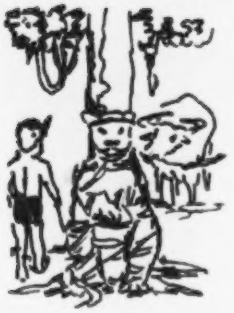
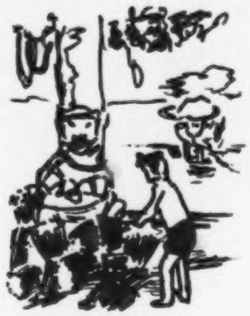
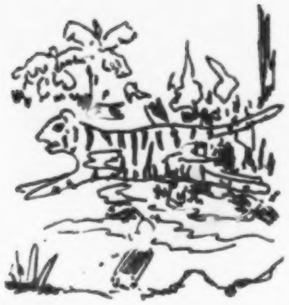
Title : The Tiger And The Buffalo (Cont...page2)



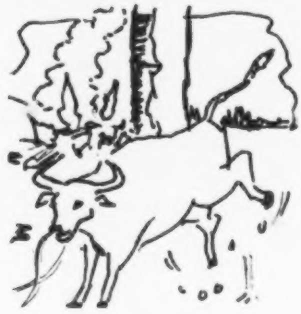
The farmer went home.



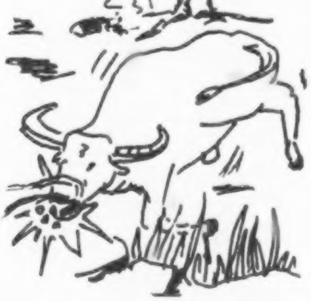
When the farmer came back, he put some dry straw around the tiger and set it on fire.



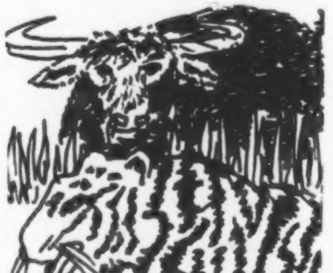
The tiger yelled and yelled. He struggled to get free. Finally he escaped, but the fire had turned his fur yellow with black stripes.



The buffalo laughed at the tiger. He laughed so hard that he jumped up and down.

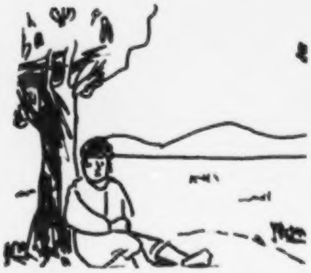


He fell down and hit a stone, and knocked out his upper teeth.

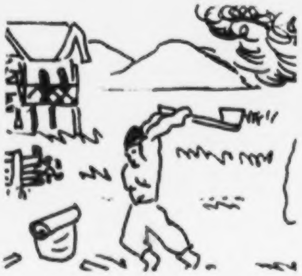


Ever since then, the fur of the tiger has been yellow with black stripes, and the buffalo has had no upper teeth.

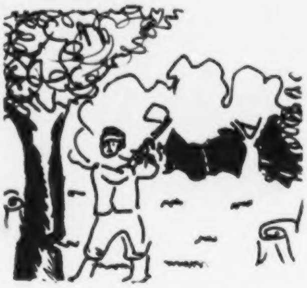
Title : Uncle Cuoi And The Banyan Tree
Author/Editor : Cycle 81 Students, edited by Rosalie Casis, et al.
Original Illustrations by : Kha Truong Thanh and Chito P. Umali
Reduced Illustrations by : Beth Bacarro
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



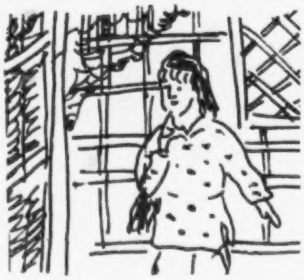
There was a man named Uncle Cuoi.



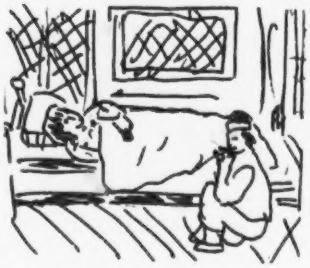
He was a woodcutter. He earned a living by cutting firewood.



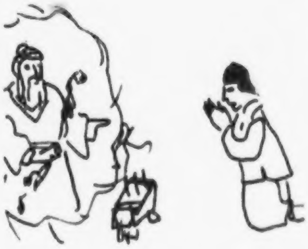
He cut wood in the forest.



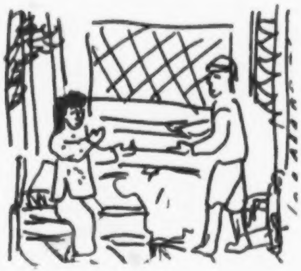
Uncle Cuoi had a wife. Her name was Hang. She was very beautiful but not very smart.



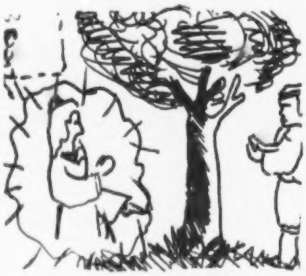
One day Hang got sick, and Uncle Cuoi was very sad. He prayed and prayed until a fairy appeared.



The fairy gave him a branch. It was a magic branch. He told Uncle Cuoi that the branch could cure his wife.

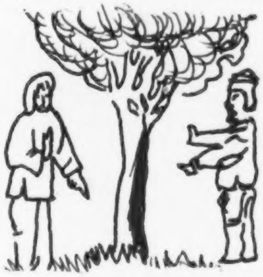


Then Hang got well.

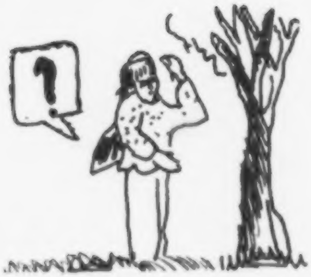


Uncle Cuoi planted the branch. It quickly grew into a big banyan tree.

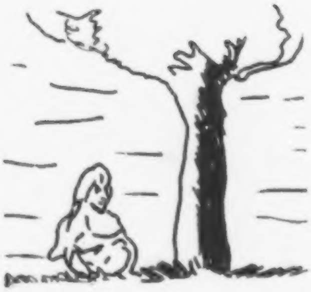
The fairy returned. He told uncle Cuoi not to pee under the tree. If anyone peed under the tree, the tree would fly to the moon.



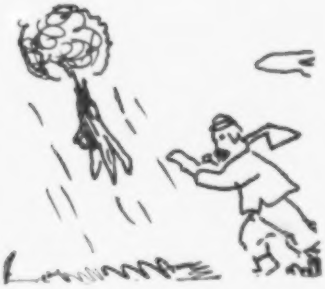
Everyday, Uncle Cuoi went to the forest to cut wood. Everytime he left the house, he told Hang not to pee under the banyan tree.



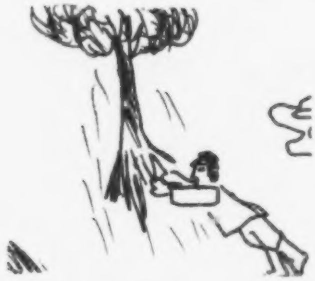
One day Hang went near the tree. She tried to remember what her husband had told her.



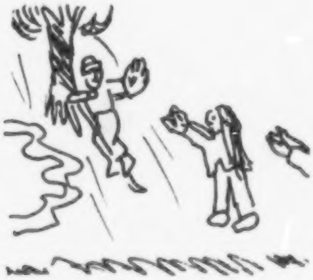
Unfortunately, she could not remember and she peed under the tree.



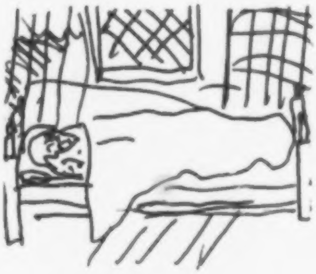
The tree started to fly away. When Uncle Coui came back, he saw the tree going up.



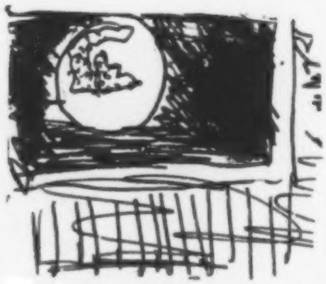
He jumped and grabbed the roots of the tree.



But the tree, together with Uncle Cuoi, flew higher and higher. Hang saw her husband and the tree reach the moon.

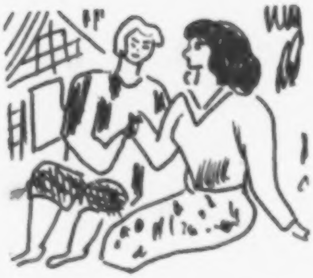


She was very sad and soon she died.

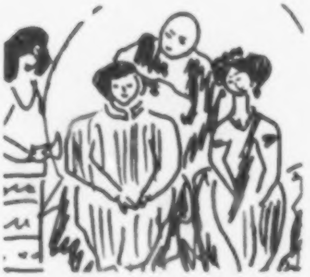


Now you can see the shadow of Uncle Coui and the banyan tree in the moon.

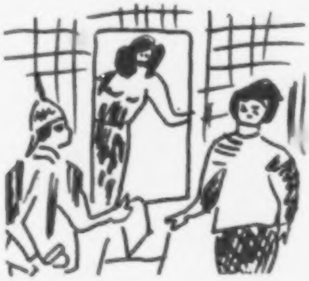
Title : The Woman With Two Husbands
Author/Editor : Linda Dumo, et al.
Original Illustrations by : Mario C. Hernandez
Reduced Illustrations by : Cuong Van Pham
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



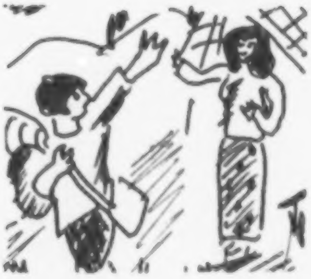
Long ago, there lived a young man and woman who loved each other very much.



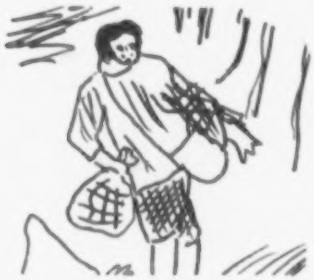
They got married and were very happy together.



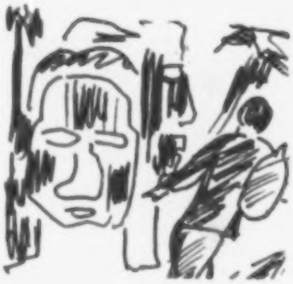
One day, the King's messenger came. He told the man he must join the King's army and fight in a war.



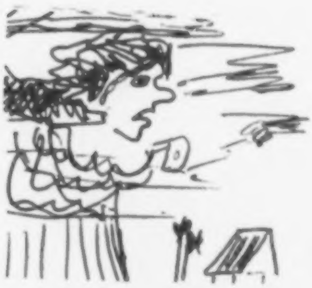
The man sadly left his wife and went away to become a soldier.



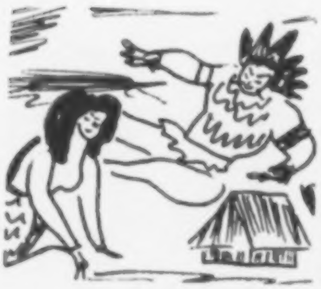
There was a bo tree a short distance from the house. Time after time, he walked away from the tree, but then came back again. The tree made him sad and frightened. It also made him cry.



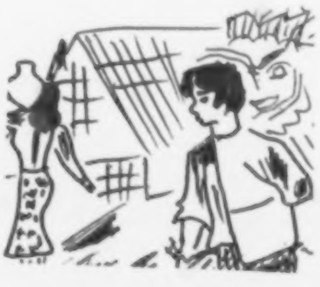
Finally, the man walked away from the tree and did not return.



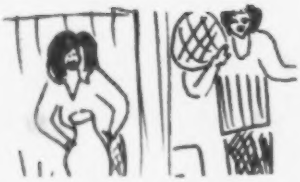
There was a spirit in that bo tree and it became very curious about the man who had cried.



It went to the man's house and saw the wife. She was very beautiful and the spirit fell in love with her.



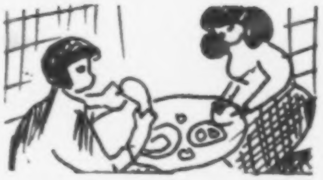
The spirit then changed itself into a man. The man looked just like the woman's husband.



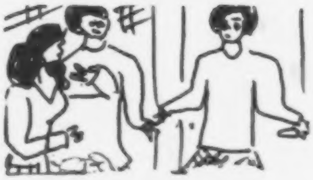
When she saw him, the wife was surprised and very happy.

"Why did you come back?" she asked.

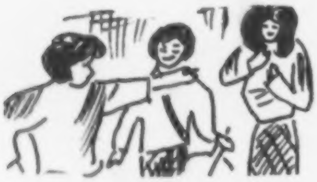
"The King doesn't need me," said the man. "Now I can stay here with you."



The man and the woman lived happily together for a short time.

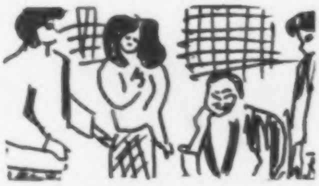


When the war ended, the real husband returned home. The woman saw the two men. She became frightened and confused.



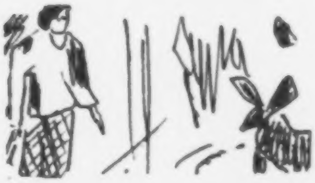
Both men were angry. "She's my wife," said the spirit.

"No," said the husband, "I married her before I went away to fight for the king."



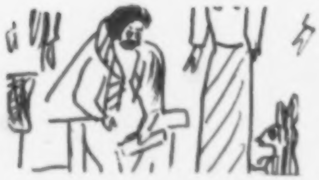
The two men and the wife went to a judge. The judge didn't know what to do. He told them he couldn't help.

The real husband was very sad and didn't know what to do.

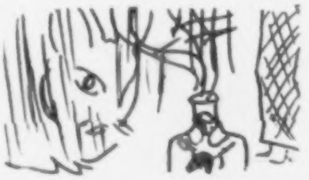


One day, the husband was walking in the forest. He met a hare and told him about the problem.

The hare wanted to help, so he told the husband to take him to the judge.

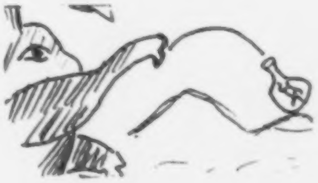


The hare told the judge to find a small bottle. "The man who can get inside the bottle is the real husband," said the hare.



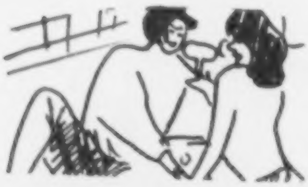
When the judge gave a bottle to the two men, the spirit was very happy.

"I've won! I've won!" said the spirit as he made himself very small and got inside the bottle.



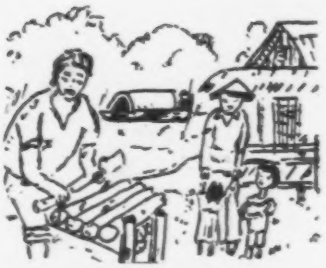
The hare quickly put a cork in the bottle, and threw it into the river.

"The thing in the bottle is not a man," said the hare. "Only a spirit can make itself small enough to get inside. Now we know who the real husband is."



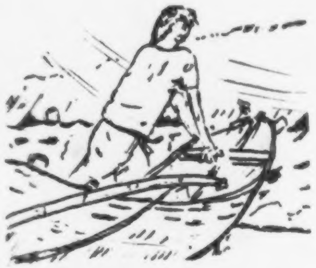
From that time on, the woman and her real husband lived happily together.

Title : You Must Live
Author/Editor : Bob Burgess
Original Illustrations by : Sam Torrejos
Reduced Illustrations by : Martin Orendain
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries

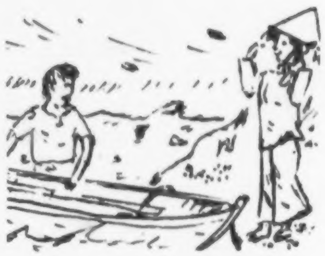


Hien was a young man with a wife and two small children. They lived in a small village next to a river.

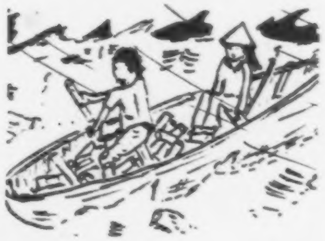
They were a poor family and earned a living by collecting wood from the river. Hien sold the wood as firewood.



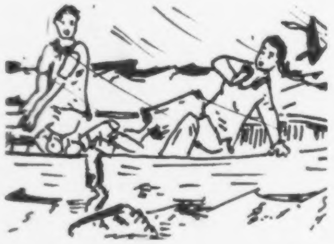
One day, Hien saw a lot of wood in the river. It was windy and the water was rough. He wanted the firewood so he began to push his boat into the river.



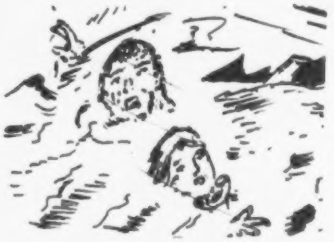
His wife came to talk to him. "I don't want you to go out in the river alone," she said. "The water is very rough. Please take me with you."



So they went out into the middle of the river and began to collect firewood.

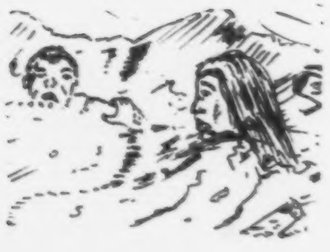


Suddenly the boat cracked and water rushed inside.

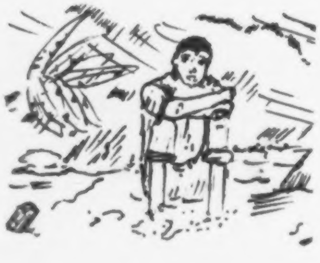


The boat sank, and the couple tried to swim ashore.

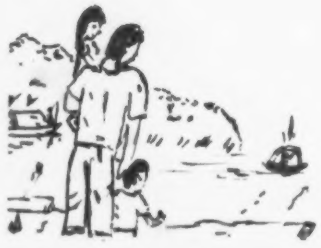
Hien's wife became exhausted. He tried to pull her through the water, but he couldn't do it.



"Please go ashore by yourself," she said. "I will try to follow."



When he reached the shore, he knew she had drowned.

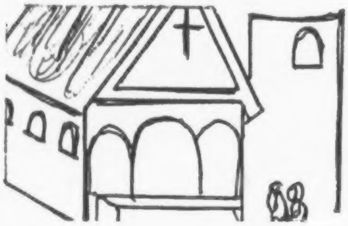


Hien went often to the river with his children. He remembered his wife and the day she died.

He admired her for what she had done. She had died so that he could live and take care of their two children.

HOLIDAYS AND CELEBRATIONS

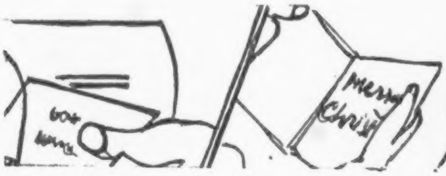
Title : Christmas
Author/Editor : Srisuda Walsh
Original Illustrations by : F. R. M. Maralag III, M. S. Fulgencio and Sam Torrejos
Reduced Illustrations by : Thanh Van Phan
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



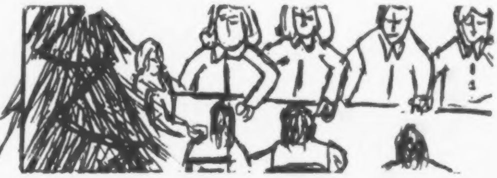
Christmas is a big holiday in the United States. It is the time when Christians celebrate Jesus' birth.

On December 25th, many Christians go to church to worship.

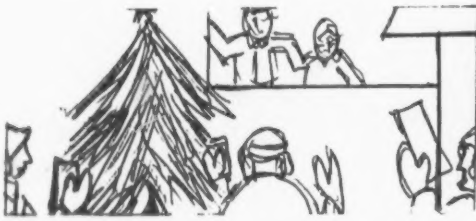
Christmas includes many traditions. Americans decorate their houses and put up Christmas trees.



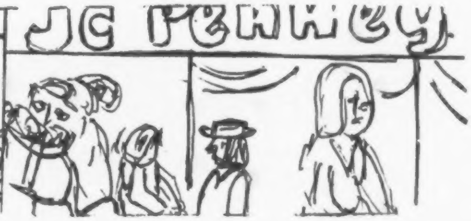
During the weeks before Christmas, people send Christmas cards to all their friends.



People invite their relatives to their houses. They eat a big dinner and give presents. They usually put the presents under the Christmas tree.

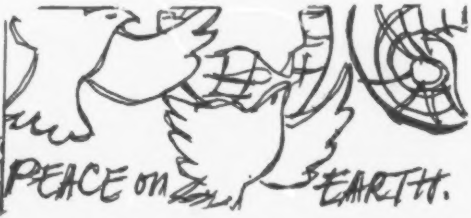


People go from house to house to sing Christmas songs.



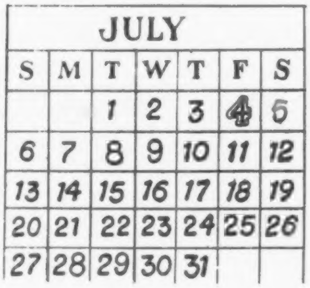
A lot of people go shopping. Stores are decorated with colored lights.

People have parties at work and at school. Working people get one or two days off and students have a two-week vacation.


PEACE on EARTH.

But most of all, Christmas is a time for giving and sharing, and showing love for each other.

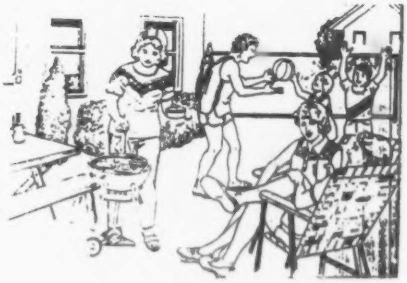
Title : The 4th of July
Author/Editor : Sharon Snyder
Original Illustrations by : Al Medilo
Reduced Illustrations by :
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



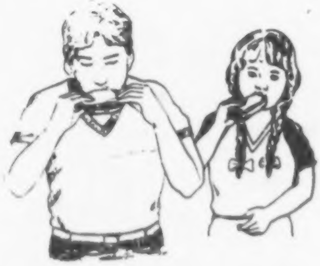
JULY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July 4th is a holiday in United States. It is Independence Day.

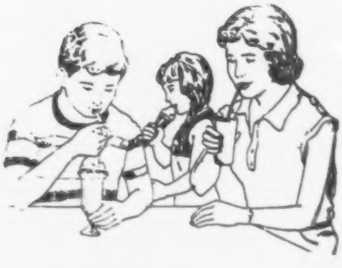
On July 4th, Americans celebrate their independence from England.



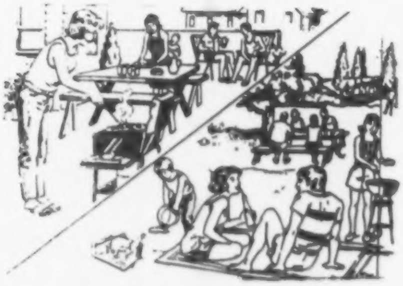
Families get together and have cookouts.



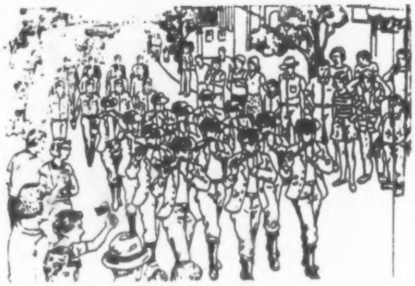
They eat their favorite foods: hot dogs, hamburgers,



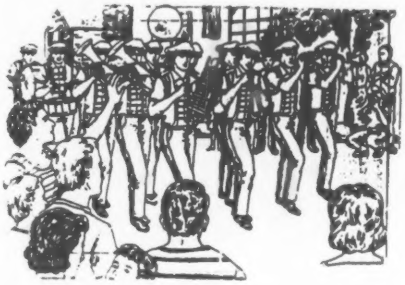
and, of course, ice cream.



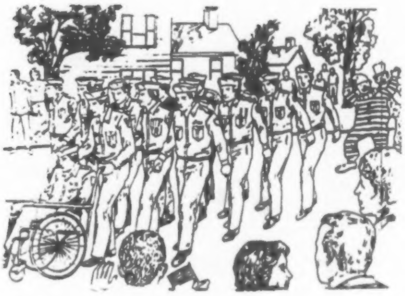
Some families have cookouts in their backyards. Other families have cookouts in parks.



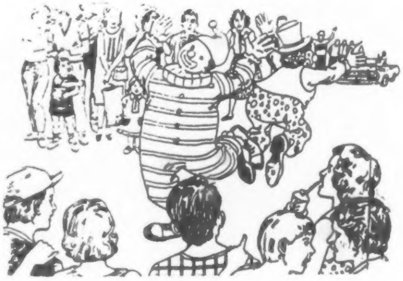
Many towns have long parades.



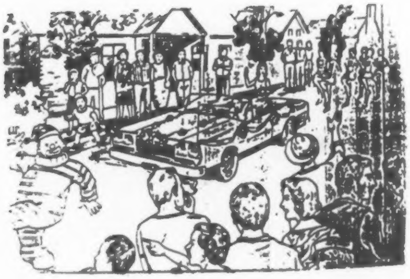
Bands play,



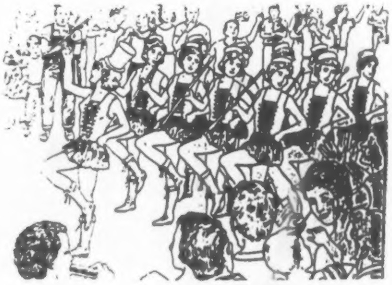
veterans march,



clowns make people laugh,

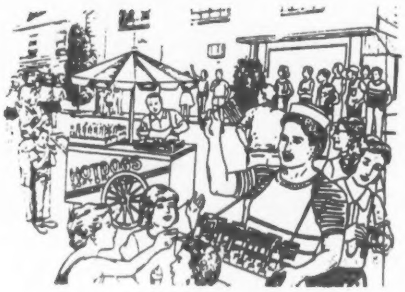


and beauty queens ride in cars.

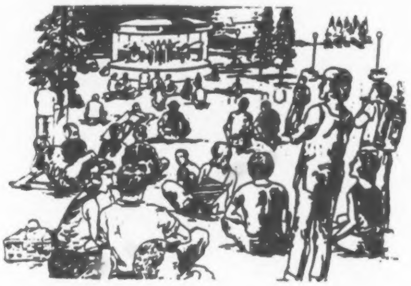


Majorettes twirl batons.

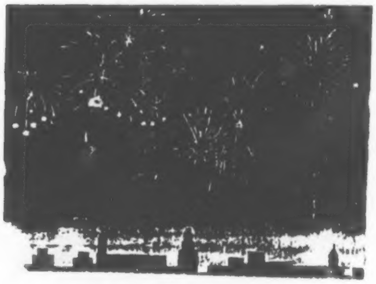
BEST COPY AVAILABLE



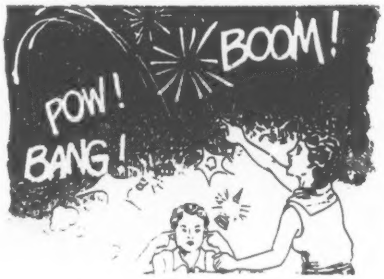
On the street, people buy softdrinks, hotdogs, and small American flags.



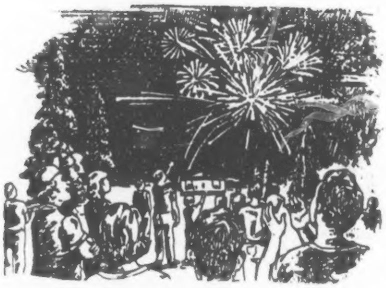
The best part of the 4th of July is in the evening.



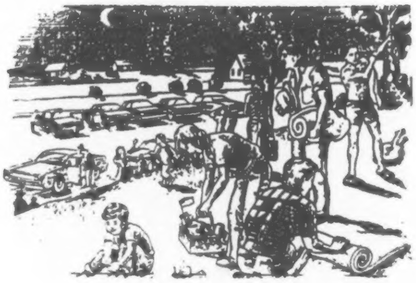
After the sun goes down, many towns have fireworks.


BOOM!
POW!
BANG!

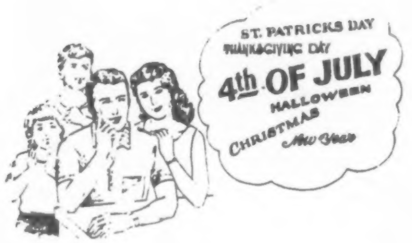
Some of the fireworks are loud.



All of the fireworks are very beautiful.

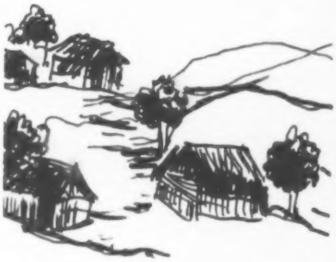


At the end of the day, everyone is very tired and very happy.

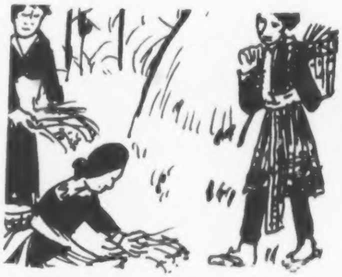

ST. PATRICKS DAY
THANKSGIVING DAY
4th OF JULY
HALLOWEEN
CHRISTMAS
New Year

The 4th of July is probably the favorite holiday of most Americans.

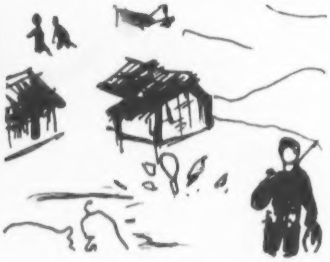
Title : Hmong New Year
Author/Editor : Srisuda Walsh
Original Illustrations by : Dan Factoran
Reduced Illustrations by. : Ben Vacio
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



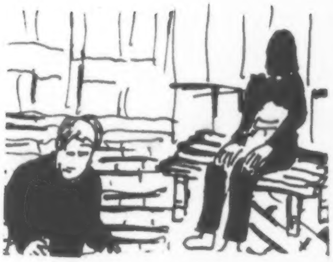
The Hmong New Year Celebration is called noj peb caug.



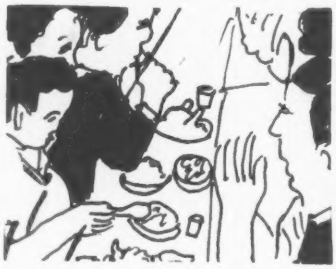
It begins at the end of the rice harvest.



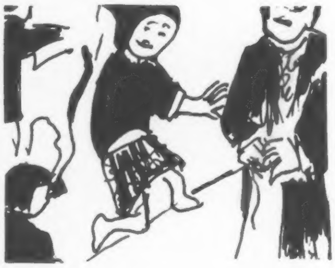
Family members return to their villages.



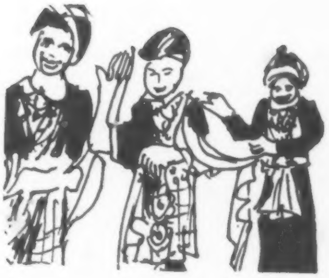
The txiv neeb send away the bad spirits, call the good spirits, and bring good luck for the next year.



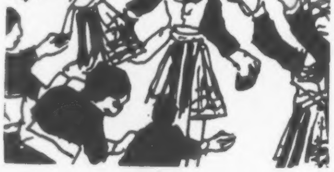
People like to eat and drink.



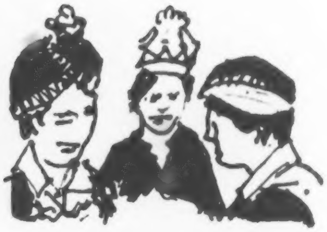
They ride horses and play games.



They dance and sing.

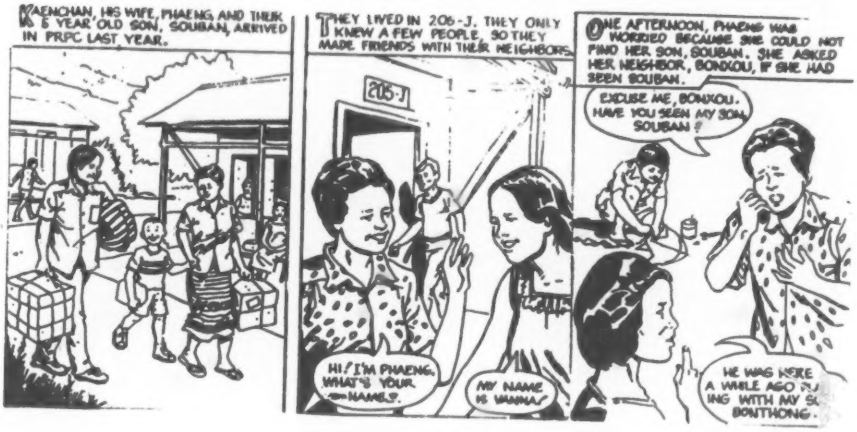


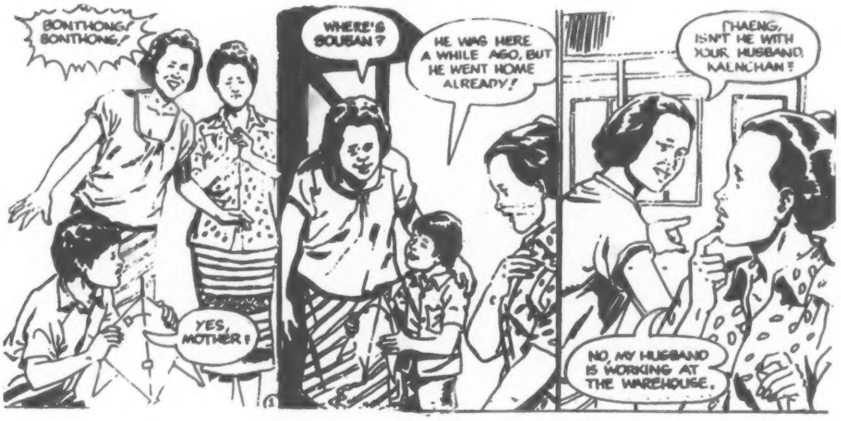
Boys and girls play ball.



Everybody has fun. New Year a happy time.

Title : Lantern Parade
Author/Editor : Candelaria Tolentino
Original Illustrations by : Mario C. Hernandez
Reduced Illustrations by :
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries


KAENCHAN, HIS WIFE, PHAENG, AND THEIR 5 YEAR OLD SON, SOUBAN, ARRIVED IN PRPC LAST YEAR.
THEY LIVED IN 205-J. THEY ONLY KNEW A FEW PEOPLE, SO THEY MADE FRIENDS WITH THEIR NEIGHBORS.
205-J
HI! I'M PHAENG. WHAT'S YOUR NAME?
MY NAME IS VANNA!
ONE AFTERNOON, PHAENG WAS WORRIED BECAUSE SHE COULD NOT FIND HER SON, SOUBAN. SHE ASKED HER NEIGHBOR, BONXOU, IF SHE HAD SEEN SOUBAN.
EXCUSE ME, BONXOU. HAVE YOU SEEN MY SON, SOUBAN?
HE WAS HERE A WHILE AGO PLA ING WITH MY SO BONTHONG.


BONTHONG! BONTHONG!
YES, MOTHER!
WHERE'S SOUBAN?
HE WAS HERE A WHILE AGO, BUT HE WENT HOME ALREADY!
PHAENG, ISN'T HE WITH YOUR HUSBAND, KAENCHAN?
NO, MY HUSBAND IS WORKING AT THE WAREHOUSE.

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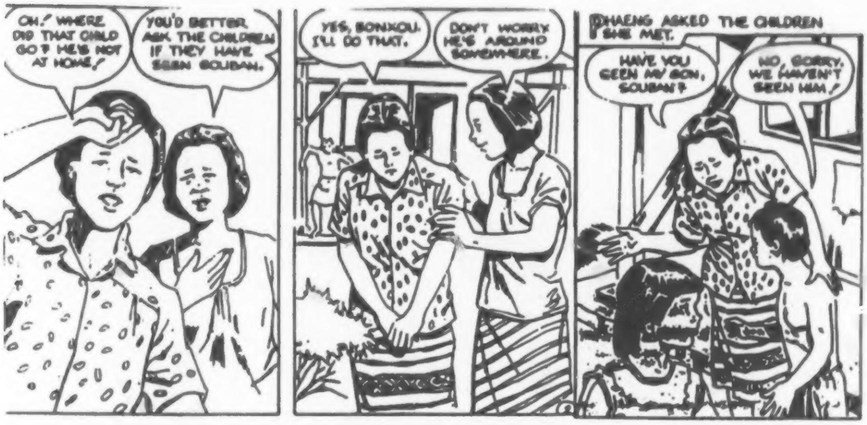
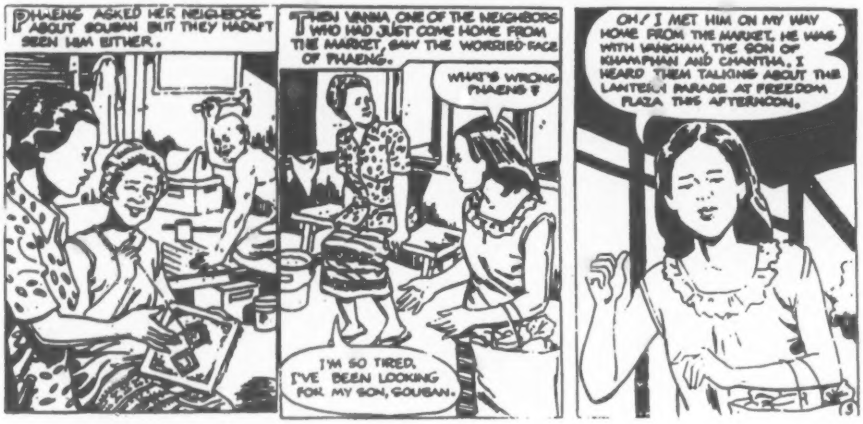
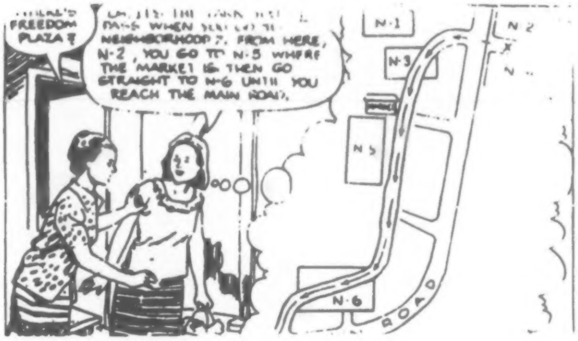

OH! WHERE DID THAT CHILD GO? HE'S NOT AT HOME!
YOU'D BETTER ASK THE CHILDREN IF THEY HAVE SEEN SOUBAN.
YES, BONXOU. I'LL DO THAT.
DON'T WORRY HE'S AROUND SOMEWHERE.
PHAENG ASKED THE CHILDREN SHE MET.
HAVE YOU SEEN MY SON, SOUBAN?
NO, SORRY, WE HAVEN'T SEEN HIM!


PHAENG ASKED HER NEIGHBORS ABOUT SOUBAN BUT THEY HADN'T SEEN HIM EITHER.
THEN VANNA ONE OF THE NEIGHBORS WHO HAD JUST COME HOME FROM THE MARKET, SAW THE WORRIED FACE OF PHAENG.
WHAT'S WRONG PHAENG?
I'M SO TIRED. I'VE BEEN LOOKING FOR MY SON, SOUBAN.
OH! I MET HIM ON MY WAY HOME FROM THE MARKET. HE WAS WITH VANXHAM, THE SON OF KHAMPHAN AND CHANTHA. I HEARD THEM TALKING ABOUT THE LANTERN PARADE AT FREEDOM PLAZA THIS AFTERNOON.


WHERE'S FREEDOM PLAZA?
OH, IT'S THE PARK ... PASS WHEN YOU GO TO NEIGHBORHOOD 7. FROM HERE, N-2, YOU GO TO N-5 WHERE THE MARKET IS THEN GO STRAIGHT TO N-6 UNTIL YOU REACH THE MAIN ROAD.
N-1
N-2
N-3
N-5
N-6
ROAD

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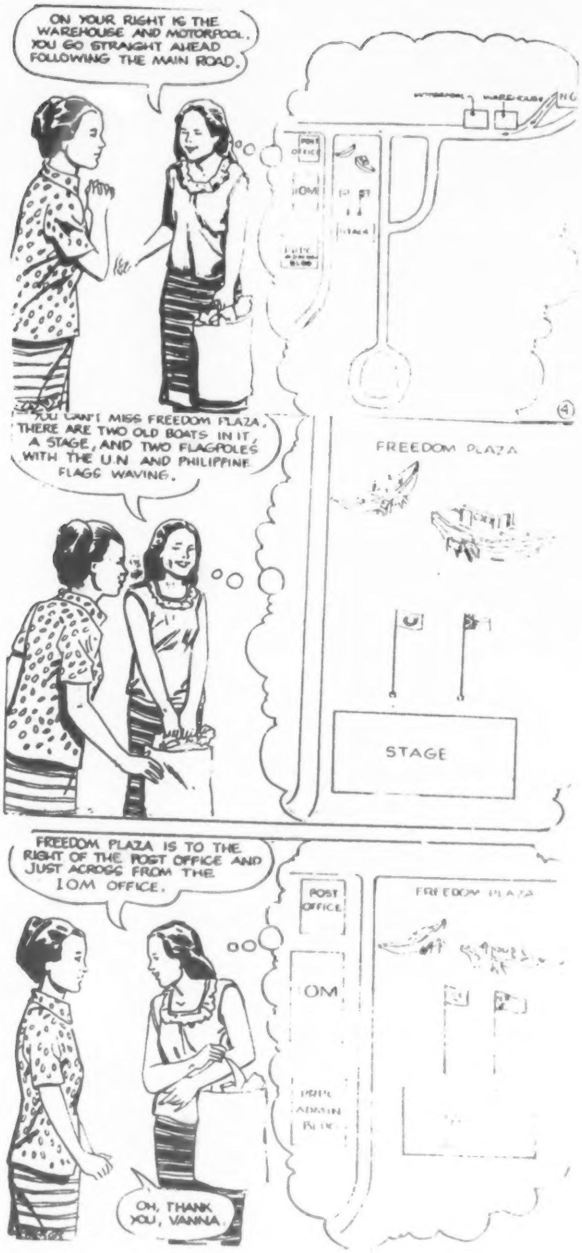
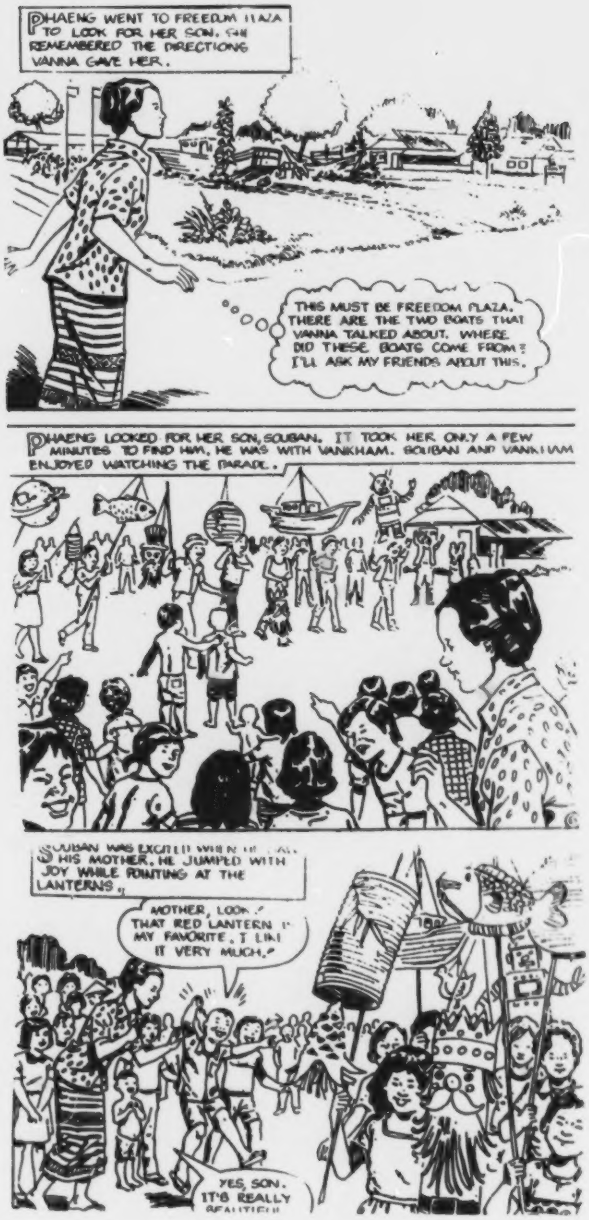

ON YOUR RIGHT IS THE WAREHOUSE AND MOTORPOOL. YOU GO STRAIGHT AHEAD FOLLOWING THE MAIN ROAD.
POST OFFICE
IOM
STAGE
ADMIN BLDG
④
YOU CAN'T MISS FREEDOM PLAZA. THERE ARE TWO OLD BOATS IN IT, A STAGE, AND TWO FLAGPOLES WITH THE U.N AND PHILIPPINE FLAGS WAVING.
FREEDOM PLAZA
STAGE
FREEDOM PLAZA IS TO THE RIGHT OF THE POST OFFICE AND JUST ACROSS FROM THE IOM OFFICE.
POST OFFICE
IOM
PRPC ADMIN BLDG
FREEDOM PLAZA
OH, THANK YOU, VANNA.


PHAENG WENT TO FREEDOM PLAZA TO LOOK FOR HER SON. SHE REMEMBERED THE DIRECTIONS VANNA GAVE HER.
THIS MUST BE FREEDOM PLAZA. THERE ARE THE TWO BOATS THAT VANNA TALKED ABOUT. WHERE DID THESE BOATS COME FROM? I'LL ASK MY FRIENDS ABOUT THIS.
PHAENG LOOKED FOR HER SON, SOUBAN. IT TOOK HER ONLY A FEW MINUTES TO FIND HIM, HE WAS WITH VANKHAM. SOUBAN AND VANKHAM ENJOYED WATCHING THE PARADE.
SOUBAN WAS EXCITED WHEN HE SAW HIS MOTHER. HE JUMPED WITH JOY WHILE POINTING AT THE LANTERNS.
MOTHER, LOOK! THAT RED LANTERN IS MY FAVORITE. I LIKE IT VERY MUCH.
YES, SON. IT'S REALLY BEAUTIFUL

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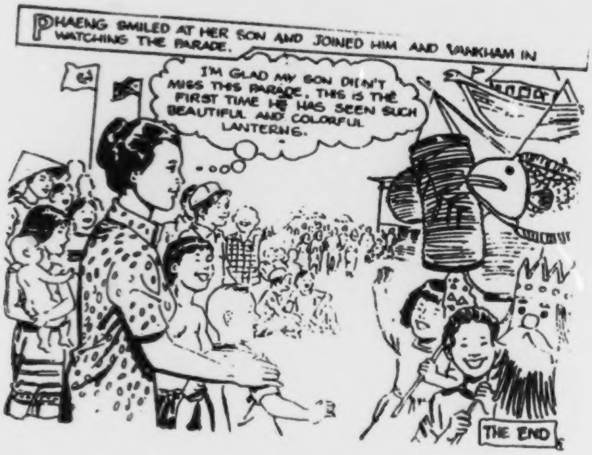
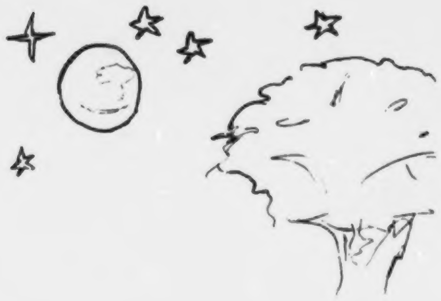
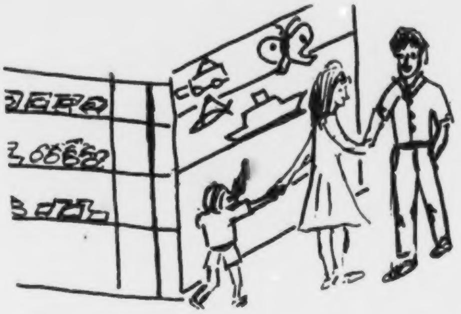
Title : Lantern Parade (Cont...Page 5)


PHAENG SMILED AT HER SON AND JOINED HIM AND VANKHAM IN WATCHING THE PARADE.
I'M GLAD MY SON DIDN'T MISS THIS PARADE. THIS IS THE FIRST TIME HE HAS SEEN SUCH BEAUTIFUL AND COLORFUL LANTERNS.
THE END

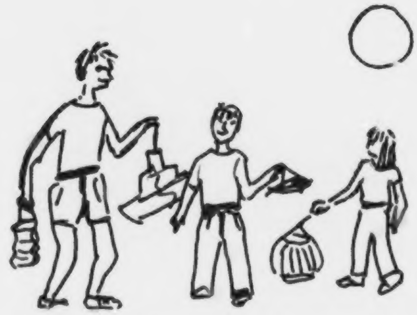
Title : Mid-Autumn Festival
Author/Editor : Class #12, Cycle 100, edited by Silver Chan
Original Illustrations by : Duong Thien Trung, Hua Hy Trung, and M. S. Fulgencio
Reduced Illustrations by : Isabel Garcia
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



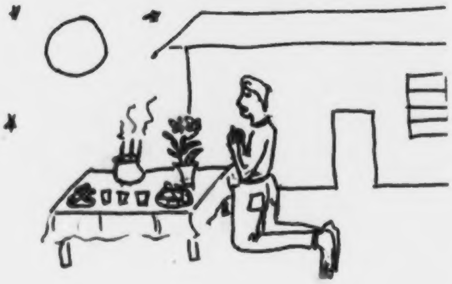
Every year, Tet Trung-Thu, or Mid-Autumn Festival, comes on the fifteenth day of the eighth month.



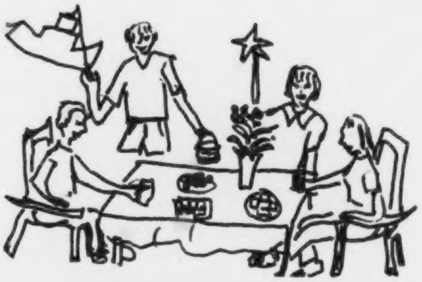
Tet Trung-Thu is a big holiday for children in Vietnam and China. Parents buy presents at the market for their children.



In the evening of Tet Trung-Thu, the children carry many different kinds of colored lanterns. They sing and walk around the town.

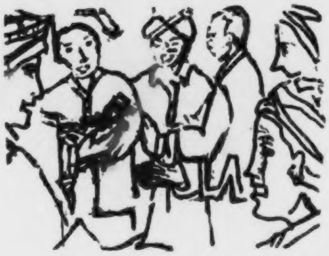


Their parents pray and place incense, water, mooncakes, candies and flowers in front of the house.

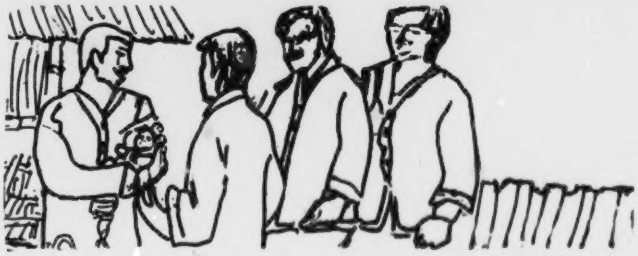


The children come home and eat mooncakes with their parents. And then their parents tell them stories about the moon.

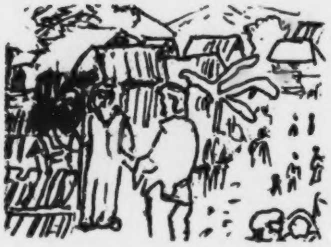
Title : The Naming Ceremony
Author/Editor : Thelma Rodriguez
Original Illustrations by : Chito P. Umali
Reduced Illustrations by : Dang Cong Danh
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



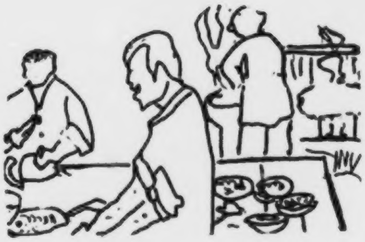
Nhia Pao had a new baby. He proudly showed his son to his family.



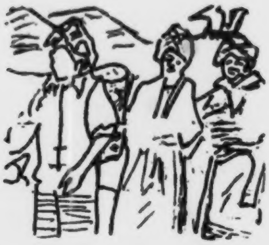
The people in the village came to congratulate him.



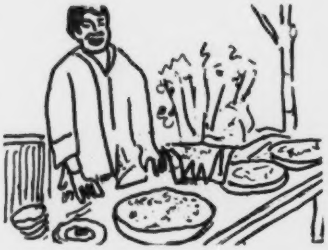
The next day, Nhia Pao went from house to house to invite families to the naming ceremony.



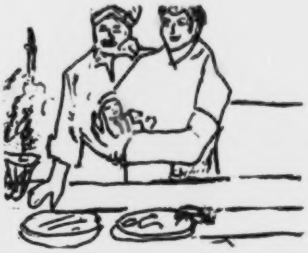
The men in Nhia Pao's family cooked most of the food.



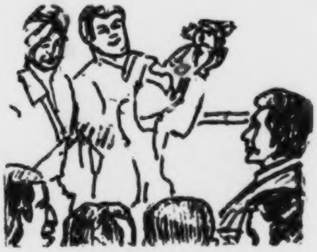
The women carried water and firewood.



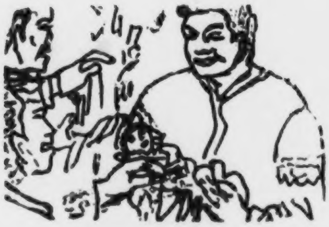
On the third morning, Nhia Pao began the ceremony.



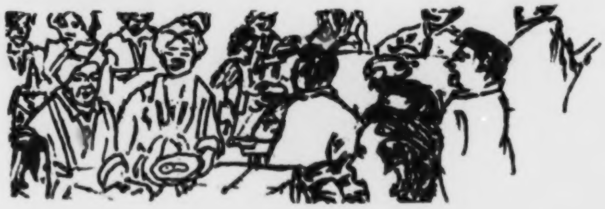
He called all the men. They stood on one side of the table. Nhia Pao, the baby and his wife stood on the other side.



Nhia Pao announced the baby's name: Tou Kao.



Then the elders began to tie strings on the baby's wrist.



The women joined the guests and the festivities began.

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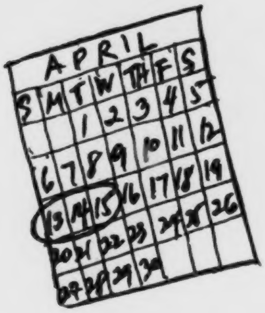
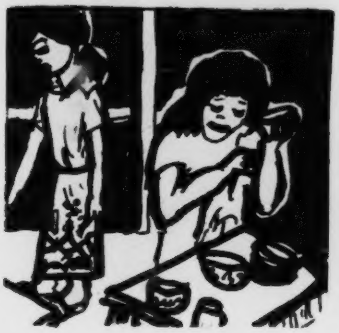
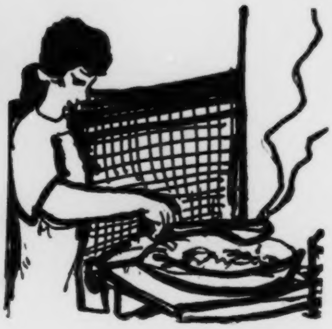
Title : Pi Mai Lao
Author/Editor : Srisuda Walsh
Original Illustrations by : F. R. M. Maralag III
Reduced Illustrations by : Ben Vacio
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries


APRIL
S M T W TH F S

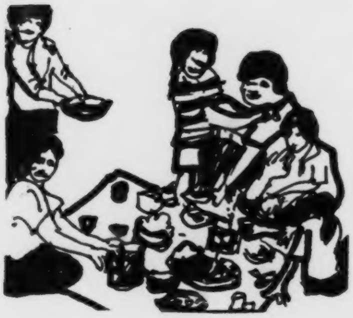
Lao New Year is on April 13, 14, and 15.



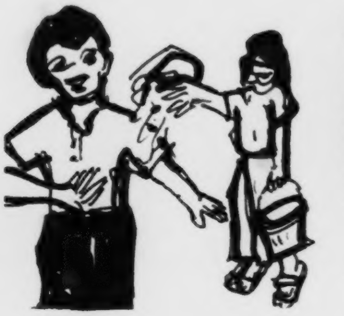
The Laotians clean their houses.



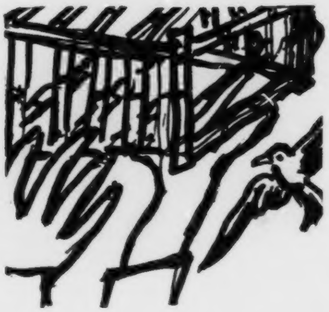
They cook special food.



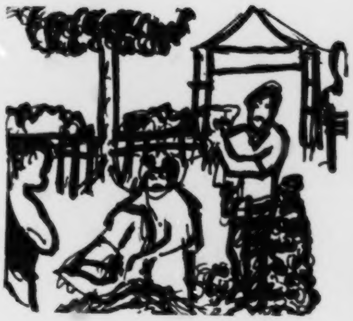
They visit their friends and relatives and enjoy delicious meals together.



At New Year, some people like to throw water on each other.



They let birds out of small bamboo cages.



They take sand to the temple.

New Year is a happy time.

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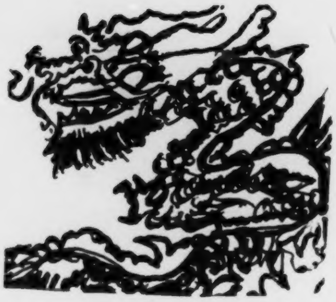
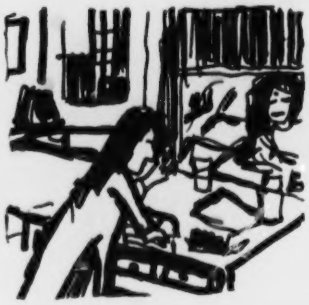
Title : Tet
Author/Editor : Srisuda Walsh
Original Illustrations by : F. R. M. Maralag III
Reduced Illustrations by : Ben Vacio
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries

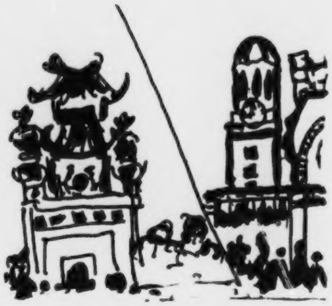


In Vietnam, New Year is called Tet.

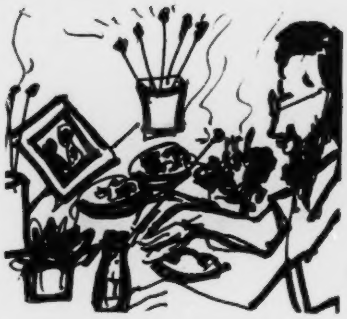
New Year is the biggest holiday of the year.



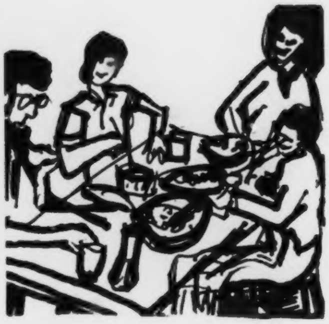
Everybody gets up at dawn and puts on new clothes to greet the new year.



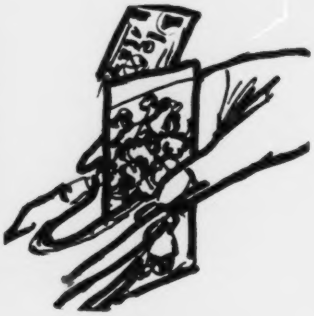
People go to temples and churches.



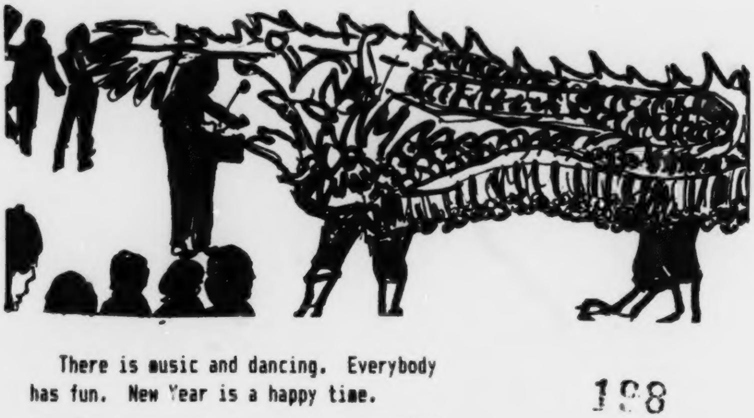
At home they offer flowers, incense, food, and wine to their ancestors.



Families get together to talk and eat.



People put money in red envelopes and give them to their family and friends.



There is music and dancing. Everybody has fun. New Year is a happy time.

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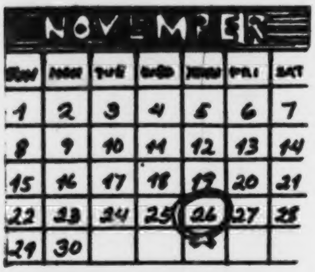
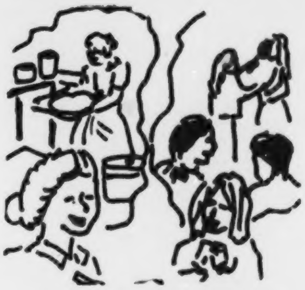
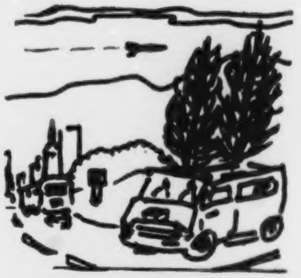
Title : Thanksgiving
Author/Editor : Rosalie Casis
Original Illustrations by : F. R. M. Maralag III
Reduced Illustrations by : Abraham Ocfemia
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



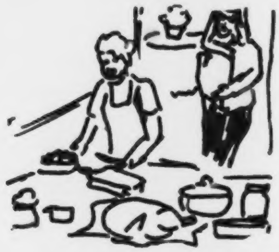
Thanksgiving is an important holiday in the United States. It is on the fourth Thursday of November.



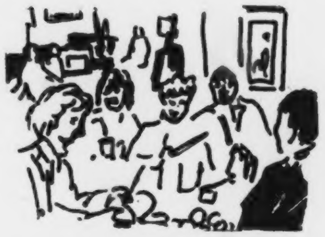
Weeks before Thanksgiving, Americans plan for the holiday.



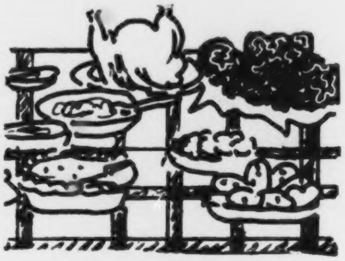
Families get together. Sometimes grandparents, aunts and uncles travel by car, bus or plane to the celebration.



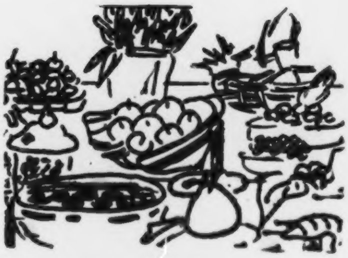
Each family prepares a large meal on Thanksgiving day.



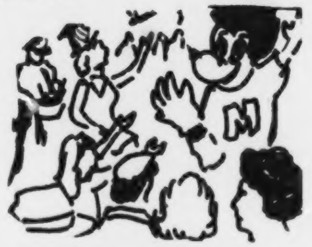
People usually pray before they eat Thanksgiving dinner. They thank God for all the good things in their lives and they remember the early settlers in America.



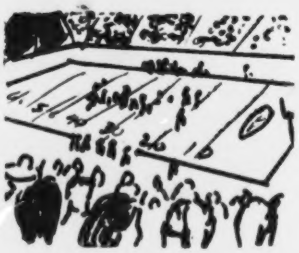
They usually eat turkey, dressing, sweet potatoes, mashed potatoes, gravy, cranberries, corn and pumpkin pie.



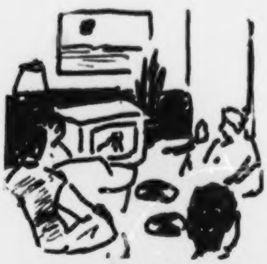
There are baskets of fruit and bowls of nuts.



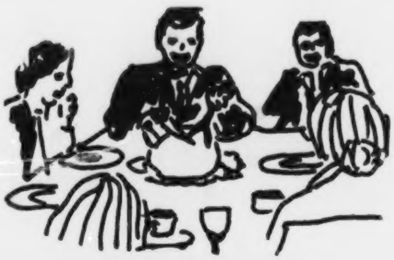
In some places, there are parades,



and many cities have football games.



People watch the parades and football games on TV.



Everyone has a good time.

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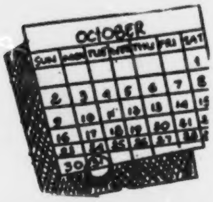
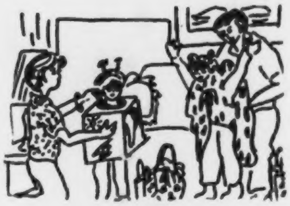
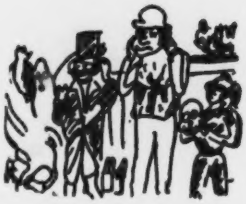
Title : Trick Or Treat
Author/Editor : Isabel Garcia
Original Illustrations by : N. S. Fulgencio
Reduced Illustrations by : Cuong Van Pham
Where Available : Classroom Libraries, INB Materials Library
Learning Resource Centers, Neighborhood Libraries



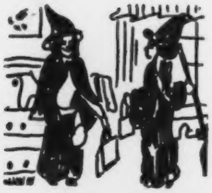
Halloween is a popular holiday in America. It is on October 31st.



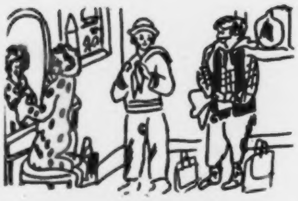
Several weeks before the holiday, parents help their children prepare Halloween costumes and decorations.



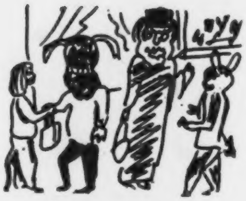
Young boys and girls wear strange clothes and masks. Some masks are funny. Others are scary.



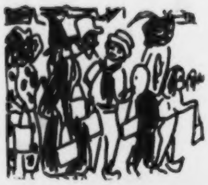
Some children dress up as witches. They wear long black dresses and tall pointed hats.



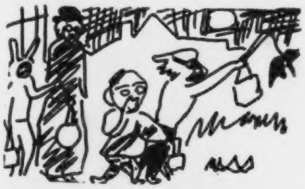
Other children dress up as sailors, cowboys, or clowns.



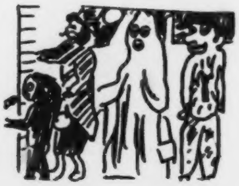
Sometimes they look like monsters or animals,



When night comes, children go around the neighborhood.



Some carry jack-o-lanterns. All carry "trick or treat" bags.



They ring doorbells and knock on doors.

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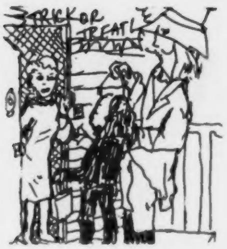
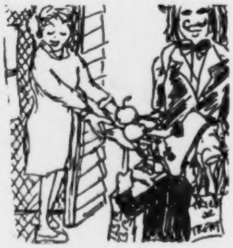
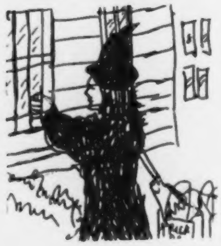


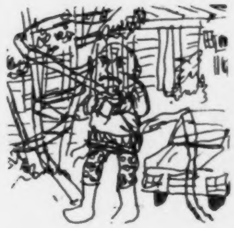
As the door opens, they shout, "Trick or treat!" Most adults pretend to be frightened by the masked children.



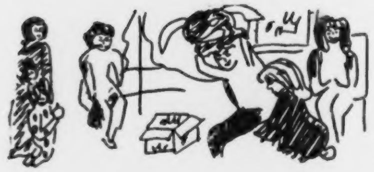
The boys and girls hold out their bags, and their neighbors put candy inside.



Sometimes, if the children do not receive a treat, they play a trick on their neighbors. They may soap their windows,



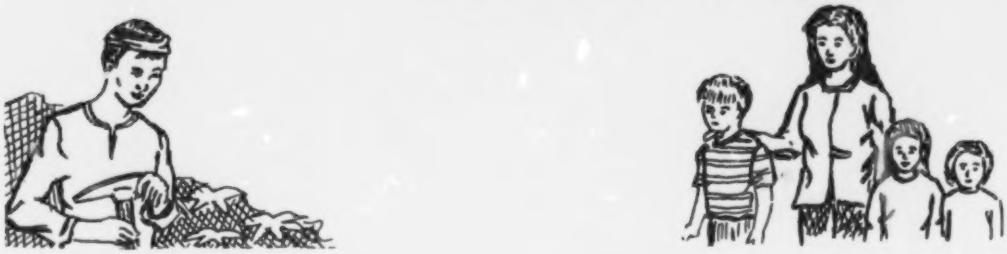
or wrap their cars and trees with toilet paper.



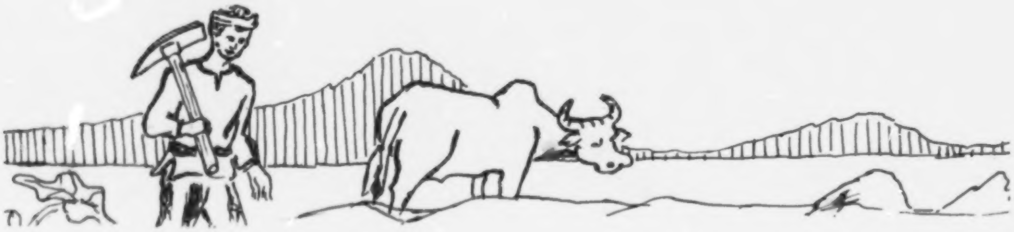
When the children return home, they remove their masks. They count their treats and put them in a safe place. They eat some candy everyday until it is all gone.

REFUGEE EXPERIENCES

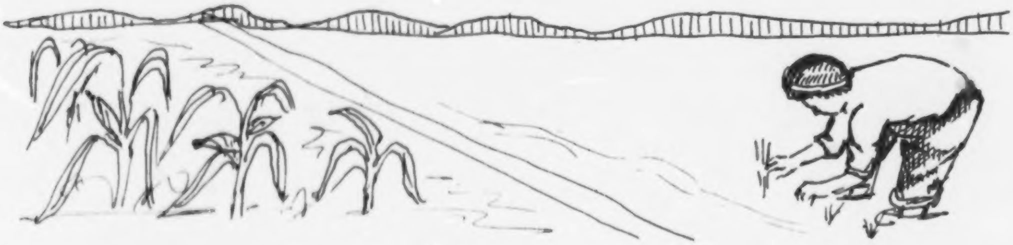
Title : All About Myself
Author/Editor : Thelma Rodriguez
Original Illustrations by : F. R. M. Naralag III
Reduced Illustrations by : Jesus Mercado
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



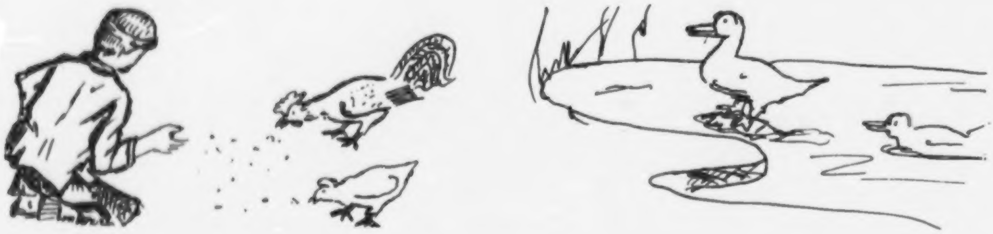
My name is Nguyen. I am married. My wife's name is Loan. I have three children.



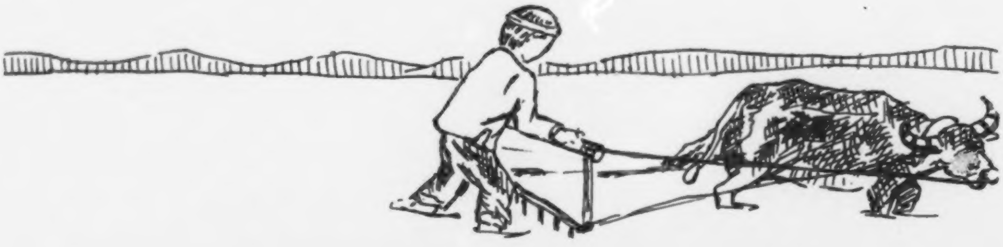
I was a farmer in Vietnam for ten years.



I planted rice and corn.

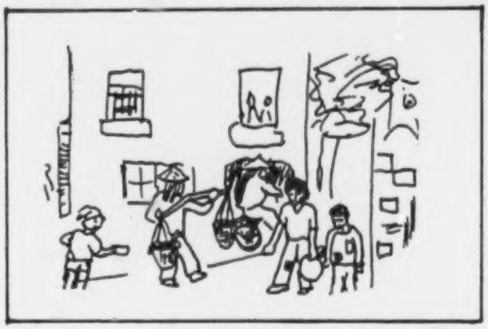


I raised chickens and ducks.

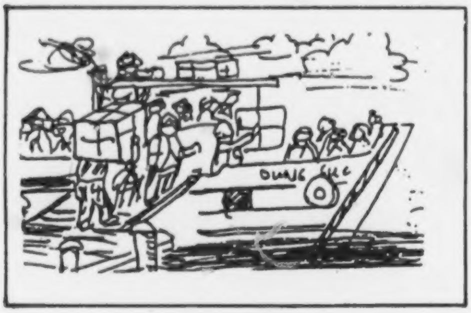


Life was hard but I earned enough money for my family.

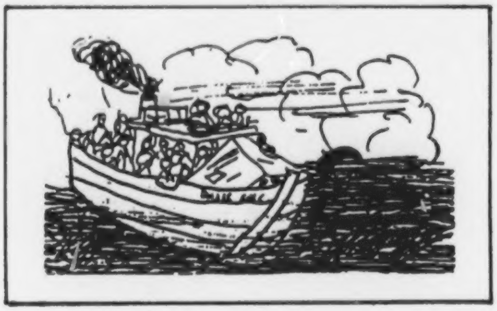
Title :	Flight To Freedom
Author/Editor :	Thelma Rodriguez
Original Illustrations by :	Sam Torrejos
Reduced Illustrations by :	Reiko Padilla
Where Available :	Classroom Libraries, IMS Materials Library Learning Resource Centers, Neighborhood Libraries



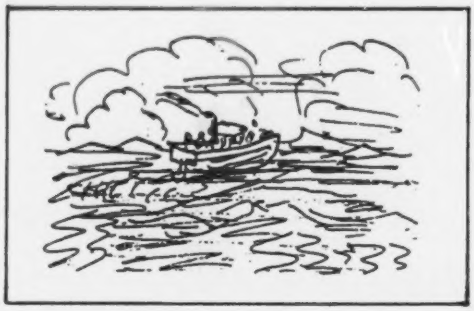
After the war, life in Vietnam was very difficult. There was not enough food and life was miserable.



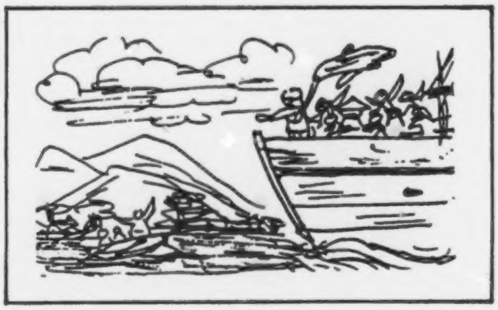
So my wife and I, along with our two children, escaped from Vietnam on February 9, 1981. We had to leave our oldest daughter to take care of her grandmother.



My family, along with eighty other people, rode in a small boat.

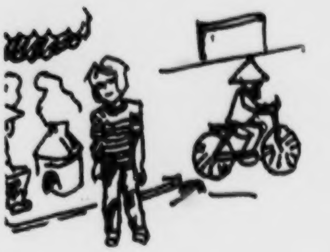


The weather was very bad. The waves were very big. We ran out of food and water. We were all afraid.

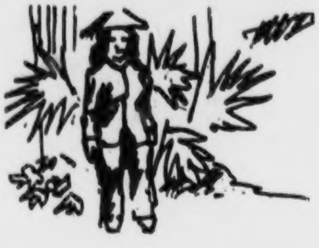


At last we reached Pulau Bidong. It was the first land we saw after ten days on the sea. Although we felt sick and weak, we were very happy to reach land again.

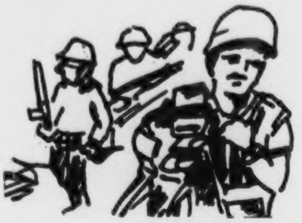
Title : Gai
Author/Editor : Alan Blackstock
Original Illustrations by : Mario C. Hernandez
Reduced Illustrations by : Jessie Ponce
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



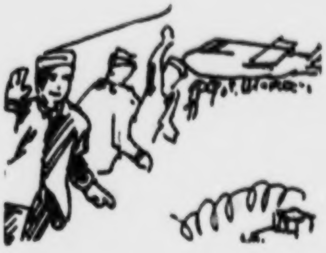
Gai is an Amerasian.



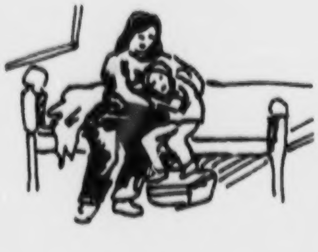
Her mother is Vietnamese.



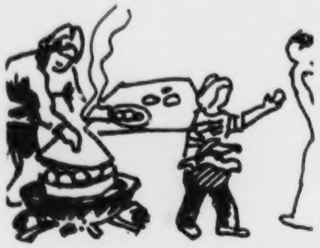
Her father was an American soldier.



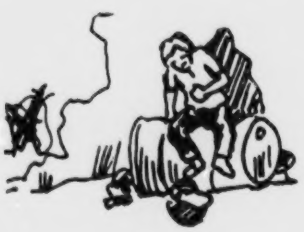
When the war ended, Gai's father went home.



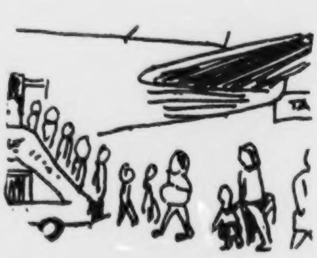
Gai and her mother were left alone.



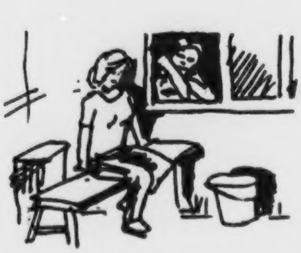
They had no money, so they sold cakes on the streets.



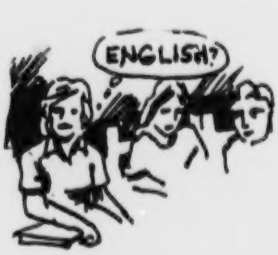
Gai was still very small, and she was always tired and hungry.



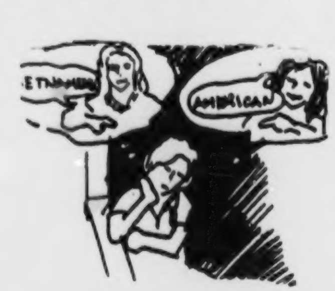
Life in Vietnam was too difficult for Gai and her mother, so they left.



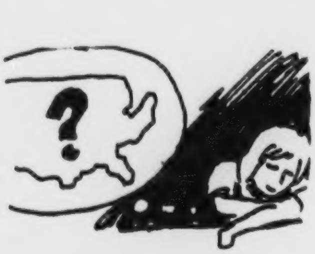
Now they are in PRPC, waiting to go to America.



But Gai is worried. She looks like an American, but she cannot speak English.



How can she make friends? The Vietnamese think she's an American; The Americans think she is Vietnamese.



Gai is afraid that life in America will be difficult too.

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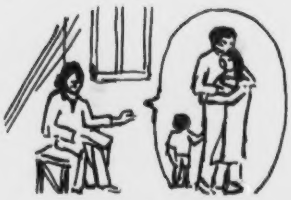
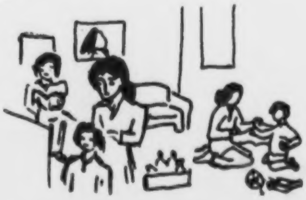
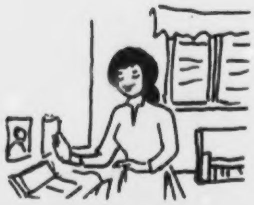
Title : My Life After 1975
Author/Editor : Anh Huynh Le, edited by Laurie Kuntz
Original Illustrations by : Norma Marcayda
Reduced Illustrations by : Norma Marcayda
Where Available : Classroom Libraries, IHB Materials Library
Learning Resource Centers, Neighborhood Libraries



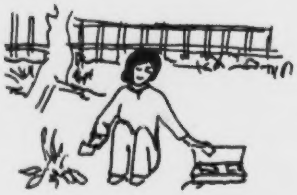
My child is Amerasian. His father was an American soldier who returned to America in 1974.



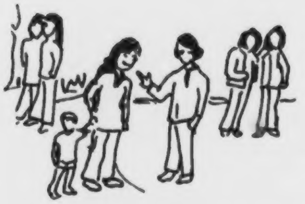
After 1975, I worked as a hairdresser. My mother took care of my child.



I had many pictures of my American boyfriend. I wanted to save them to show my child how handsome his father was.

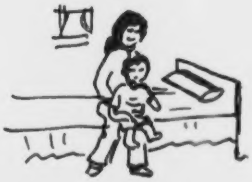


But one day my mother burned all the pictures of my boyfriend. She was afraid the Vietcong would find them and send me to jail.



Many people thought I was bad because I had an American boyfriend.

My mother told me I should marry a Vietnamese man.



In 1977, my mother died. I was very sad. I had no one to take care of my son. I was worried.

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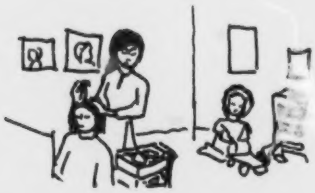
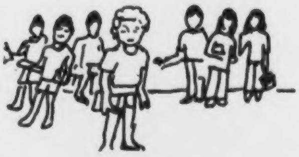
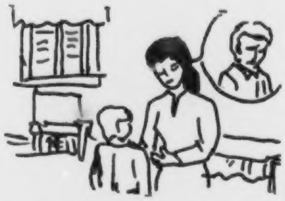


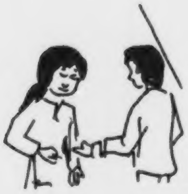
My son and I lived in a one-room apartment. I had a job and worked very hard. My life was difficult.



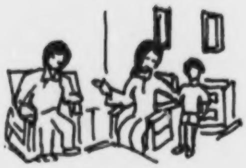
When my child went to school, he was not treated well. The other children called him Amerasian and said bad things about us.



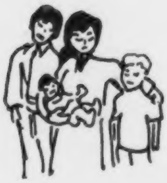
I was hurt. My son was a good boy and I wanted him to be proud of his father.



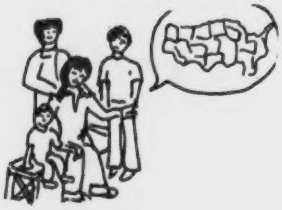
One day, I met a Vietnamese man named Mr. Thua. He was a mechanic.



He became my boyfriend. I told him I had an Amerasian son. It didn't matter to him. He wanted to marry me.



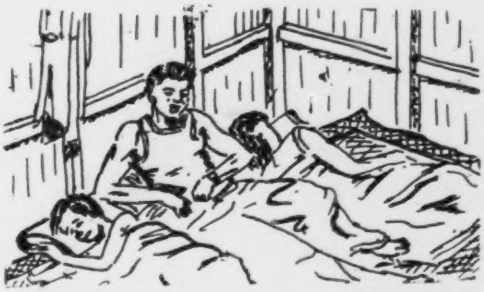
I married him and soon we had a son. Now I have two sons.



Four years later, we left Vietnam. Because one of my sons is Amerasian, my family and I can go to the U.S.A.

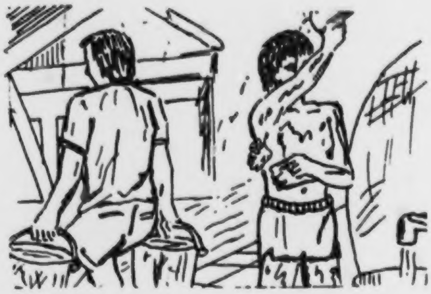
We are happy to go. We hope our life in America will be a good one.

Title : My Life in PRPC
Author/Editor : Thelma Rodriguez
Original Illustrations by : Bienvenido Reynoso
Reduced Illustrations by : Jesus Mercado
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries

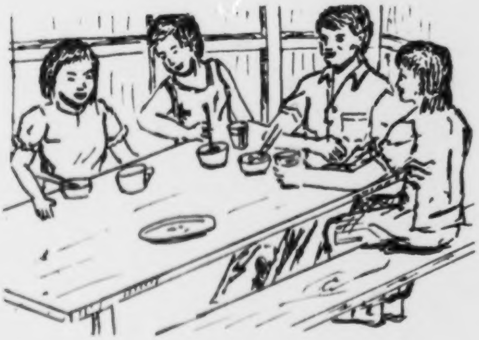


Life in PRPC is pleasant. I don't pay to go to school. My rent and food are free.

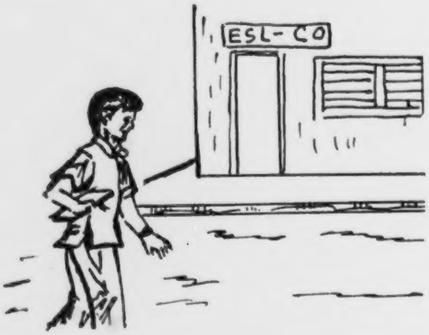
In the morning, I usually get up at five o'clock.



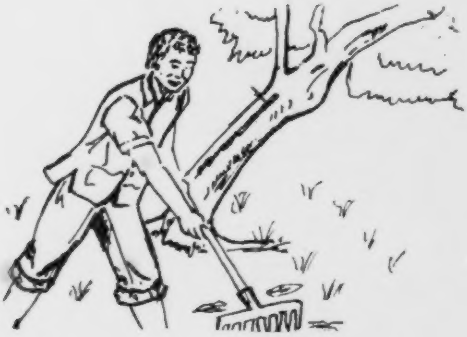
After getting water for my billet, I take a bath.



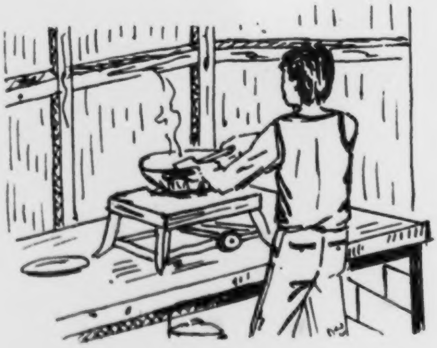
Then I eat breakfast with my family.



I go to school in the morning for four and a half hours.

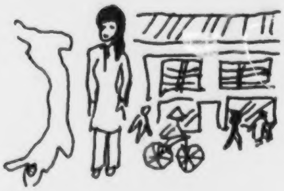


In the afternoon, I work outside from two o'clock to four o'clock.

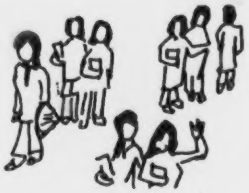


Then I cook dinner while waiting for my wife to come home from school.

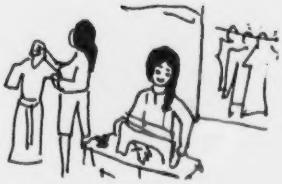
Title : My Love Story
Author/Editor : Thoa Thi Tran, edited by Laurie Kuntz
Original Illustrations by : Norma Marcayda and Jackie Bacal-Torres
Reduced Illustrations by : Norma Marcayda
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



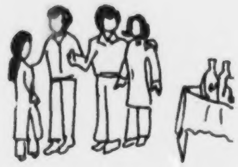
I'm from Bac Lieu, City. It's a small city in Vietnam.



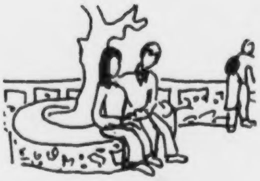
I quit school when I was 16, because my family was poor.



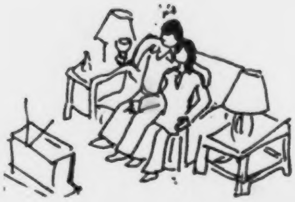
I went to live with my sister in Saigon. I got a good job making clothes.



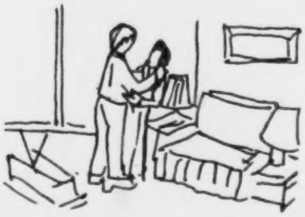
My friend, Lan, had an American husband. He introduced me to his friend, Jay. Jay was in the American military.



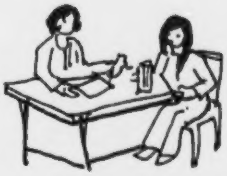
He was very nice. We began dating.



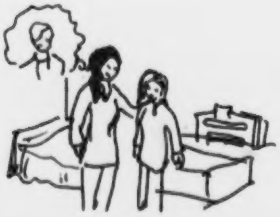
We fell in love and lived together for a year.



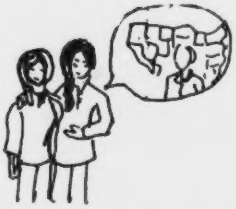
He left in 1973.



After he left, I found out I was pregnant.

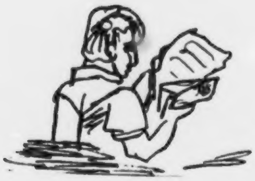


Now, I have a daughter. She looks like her father.
When I look at my daughter, I miss her father.

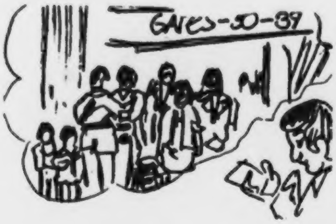


Soon, my daughter and I will be in America. I hope I can find my American boyfriend.

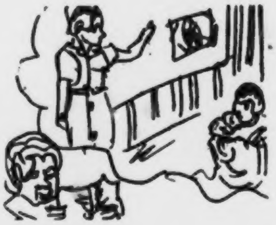
Title : A Touch Of Reality
Author/Editor : Thelma Rodriguez
Original Illustrations by : Al Medilo
Reduced Illustrations by : Beth Bacarro
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



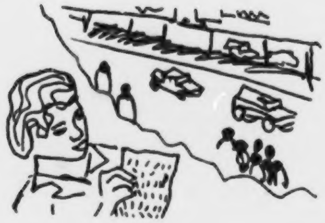
Today I received a letter from my brother in the States. I am very happy to know that he is alright.



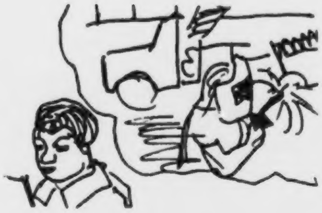
He misses me very much and looks forward to seeing me in America.



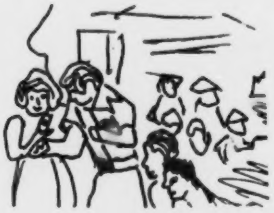
He told me a little about life in America. He advised me to study English while I am still in the camp.



He said life in America is very fast and I may not have enough time to study English.



My brother is working as a welder in a car company. He works five days a week and earns eighteen dollars per hour.



He sent me a money order for one hundred dollars. My family and I are very happy about it. Now I can buy new clothes and shoes for my wife and children.

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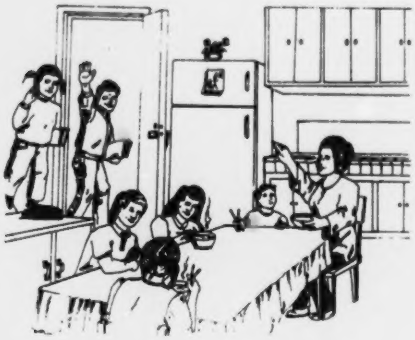
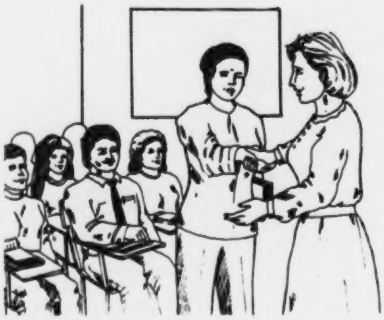
USA: REFUGEE AND IMMIGRANT EXPERIENCES

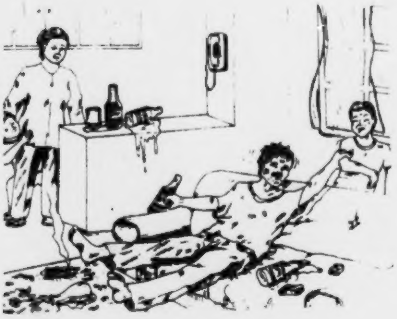
Title : Al-Anon
Author/Editor : Lynne Weintraub
Original Illustrations by : Jessie Ponce
Reduced Illustrations by :
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



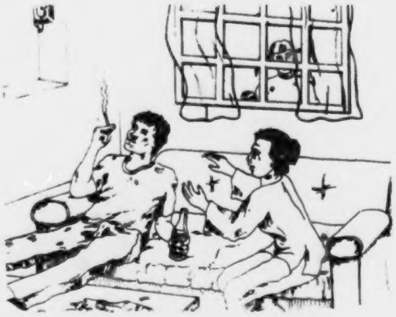
Van is a good mother. She has six healthy children. They all go to school.



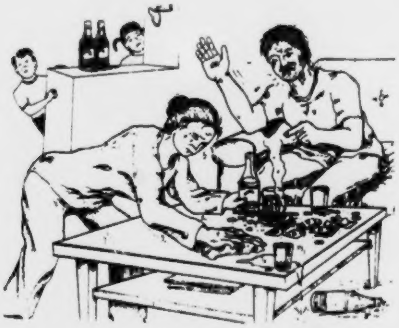
Van goes to school too.



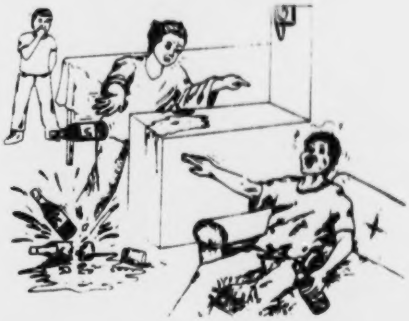
But Van is always worried. Her husband, Truc, drinks whiskey everyday.



Van talked to Truc. She said, "I'm upset. I'm worried about our family."
But Truc did not stop drinking.



Van cried everyday, but Truc did not stop drinking.



Then she shouted at Truc and she broke all of his whiskey bottles. But Truc did not stop drinking.

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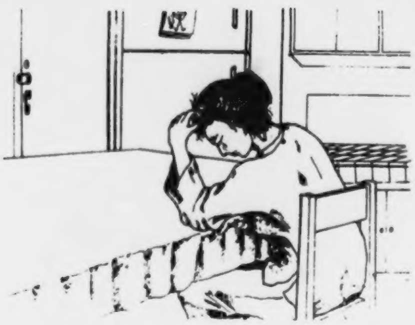
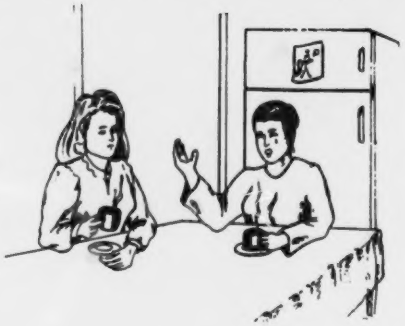
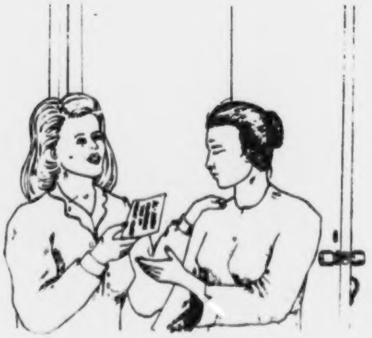


Van wanted to die. She stopped going to her English class.



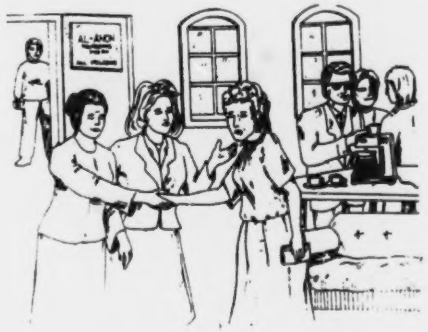
One day, the teacher, Louise, came to visit. Van felt embarassed.

She said, "Louise, I'm very sorry. I can't go to school because I have too many problems. My head is not clear."



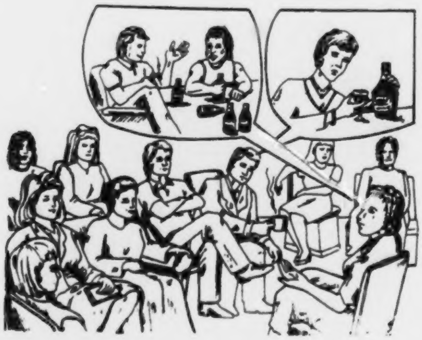
Louise talked to Van about Truc. She invited Van to a meeting with some friends.

She said, "Maybe you would feel better if you talked about your problems."

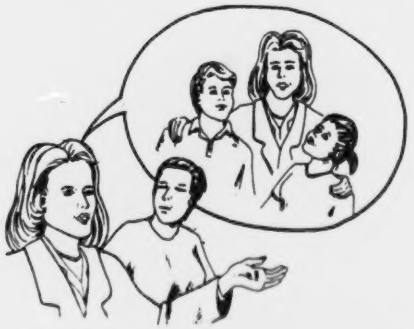


Van did not want to talk about her problems, but she went to the meeting with Louise anyway. The name of the meeting was Al-Anon.

The people were very friendly. Sometimes they felt very sad. They talked about their families and they talked about drinking.



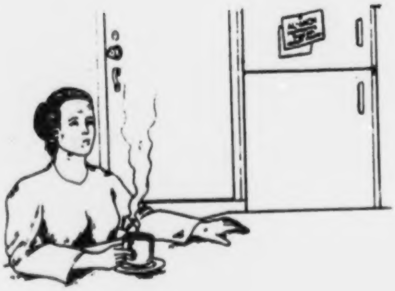
One woman said, "My son drinks. I cannot stop him." A man said, "I feel upset because my wife drinks too much."



Louise said, "My husband drinks everyday. He doesn't listen to me, but my children do. I can take care of my children and myself."

"Before, I cried everyday, but now I have friends. They listen to me. They understand my problem and they help me. Now I feel better."

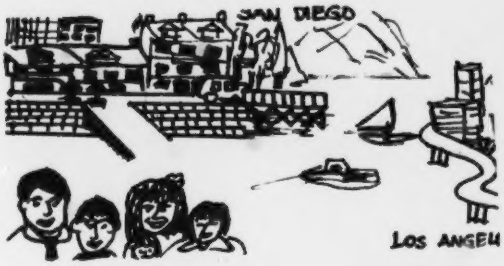
Van listened to everyone, but she did not speak.



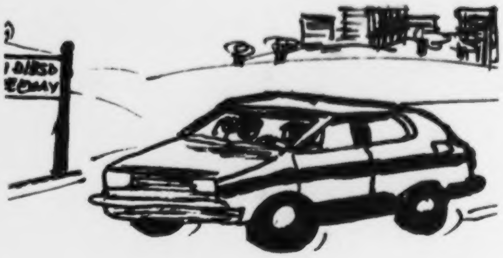
She went home and thought about Al-Anon. She thought about Louise and the other friendly people.

Maybe Van will go to the Al-Anon meeting again next week. Maybe if she talks to friends, she will feel better.

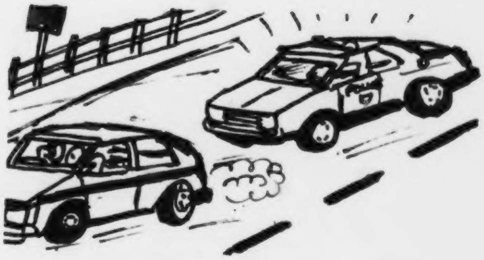
Title : Bhounma And Thai Take A Trip
Author/Editor : Srisuda Walsh
Original Illustrations by : Chito F. Umali
Reduced Illustrations by : Reiko Padilla
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



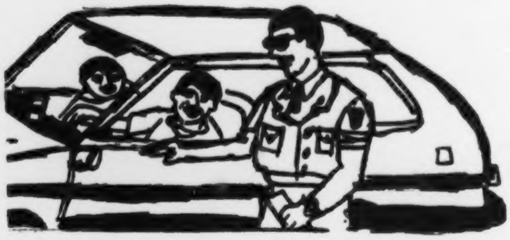
Bounma and Thai live in Los Angeles. They wanted to visit their friends in San Diego.



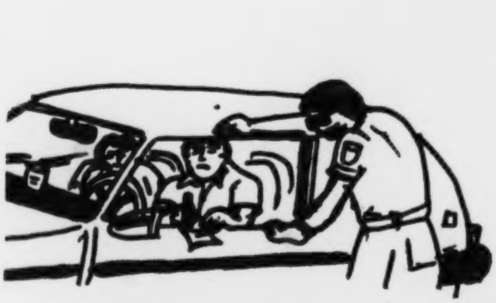
One day they drove Bounma's car to San Diego. It was hot and Thai was drinking beer.



Bounma drove very fast, and a policeman stopped them.

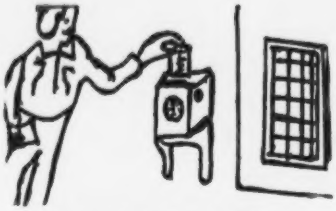


The police saw an open can of beer in the car.

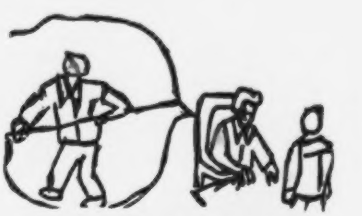


He gave Bounma two tickets: one for driving too fast and one for having an open can of beer in the car.

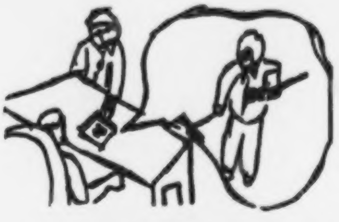
Title : Discrimination
Author/Editor : Srisuda Walsh and Carl Bankston
Original Illustrations by : Joseph Estrada
Reduced Illustrations by : Thanh Van Phanh
Where Available : Classroom Libraries, INS Materials Library
Learning Resource Centers, Neighborhood Libraries



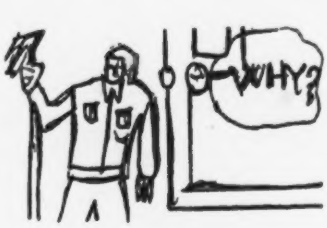
Tam worked at a factory from 6:00 p.m. to midnight.



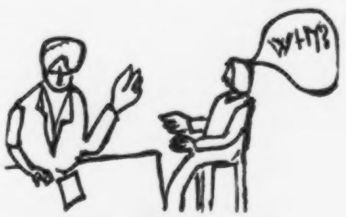
Every night, his supervisor, Susan, told Tam to clean the hot, dirty boiler room and carry out the garbage.



Every night, Susan told Tam's co-worker, Dan, to sweep the airconditioned offices?

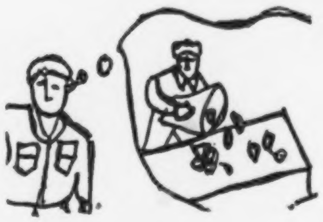


After several weeks, Tam began to wander why Susan always gave him the difficult jobs. He decided to ask her.

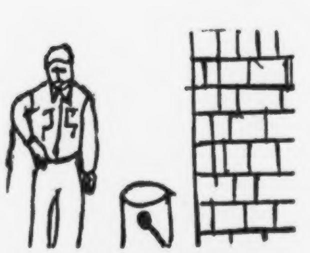


"Susan," said Tam, "Why do you always give Dan the easy jobs and always give me the difficult jobs?"

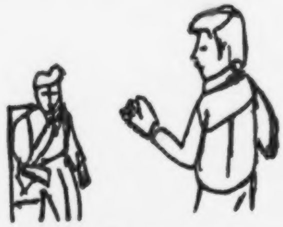
Susan frowned, "Look, if you don't like it here you can quit," she answered.



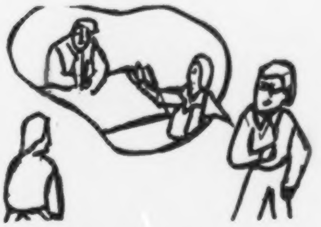
Tam became very angry. He thought about how Susan had been treating him.



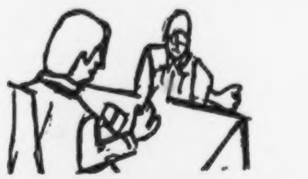
He was certain that she was discriminating against him because he was black. "Why does she do that?" Tam thought. "I never did anything to her."



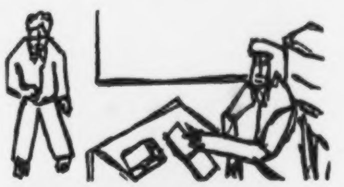
One day in ESL class, Tam's teacher, Bill, saw that Tam had a problem. He asked Tam to tell him about it.



Bill told Tam that racial discrimination is illegal in the U.S. He suggested that Tam tell the manager what had happened.



Tam went to the factory manager that same day and told him his story. The manager wrote down everything and said he would talk to Susan.



That night, when Tam went to work, Susan looked very unhappy.

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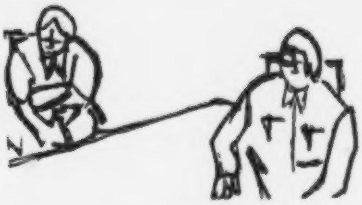
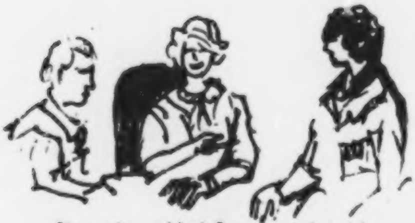
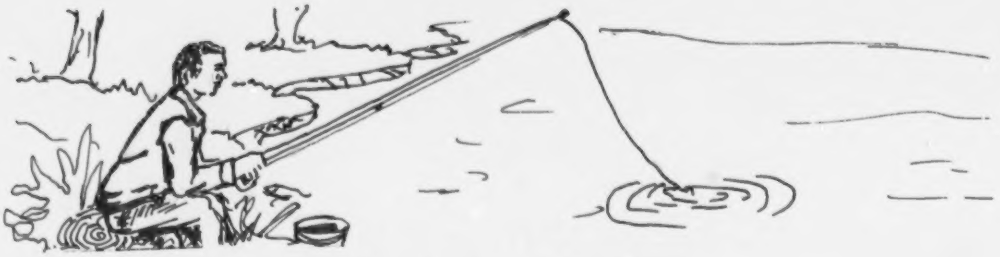


"Tam," Susan said, "the manager said I had to apologize to you. I'm sorry." But Susan didn't sound sorry, she sounded angry.

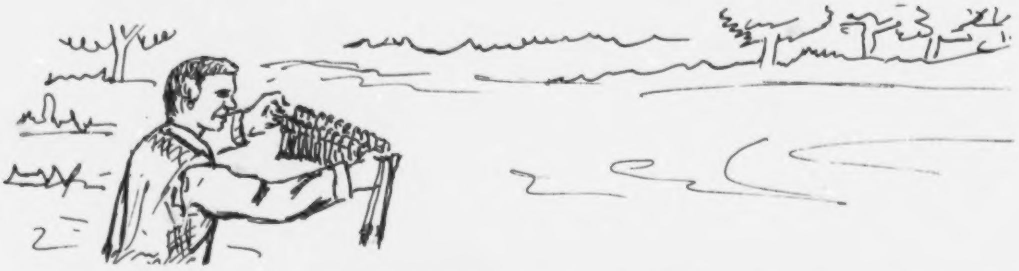


Then she called Dan in and said, "Dan, you go clean the boiler room and Tam, go sweep the offices."

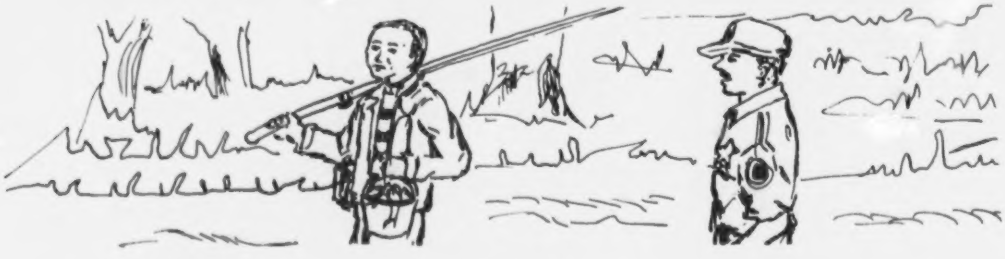
Title : Fishing at Bear Lake
Author/Editor : Srisuda Walsh
Original Illustrations by : M. S. Fulgencio
Reduced Illustrations by : Jesus Mercado
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



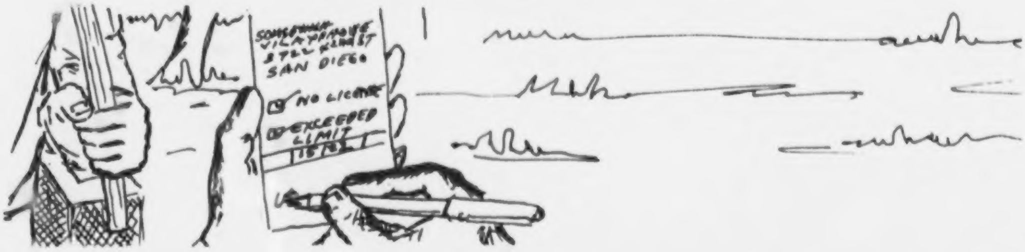
Somsavinh went fishing at Bear Lake. He did not have a license.



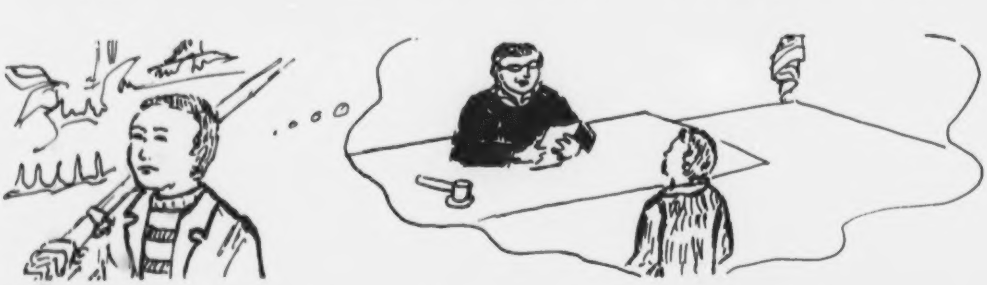
He was out all day and caught twenty-two fish. He did not know that the limit was only fifteen.



When he was leaving, a ranger came and talked to him.

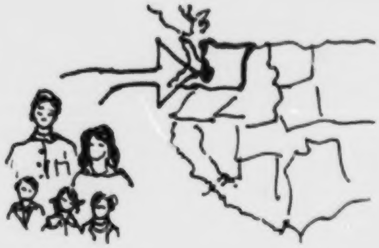


He gave Somsavinh a ticket because Somsavinh did not have a license, and because he caught too many fish.

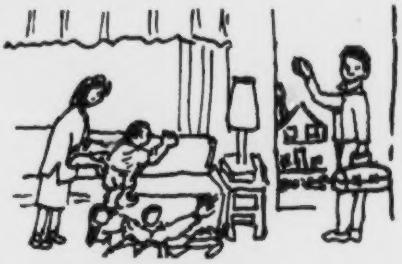


Somsavinh will have to go to court and talk to a judge. Maybe he will have to pay a fine.

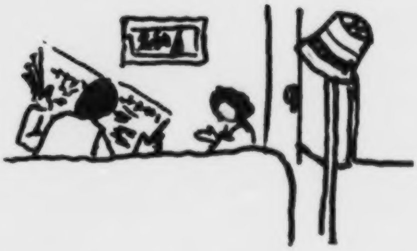
Title : Garage Sale
Author/Editor : Srisuda Walsh
Original Illustrations by : Sam Torrejos
Reduced Illustrations by : Norma Marcayda
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



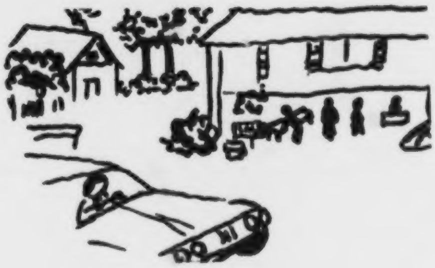
Keo and his family live in Seattle, Washington.



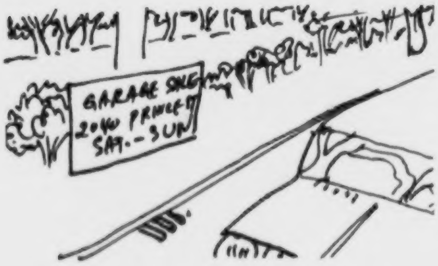
Keo goes to work everyday. His wife, Kwan, stays home with the children.



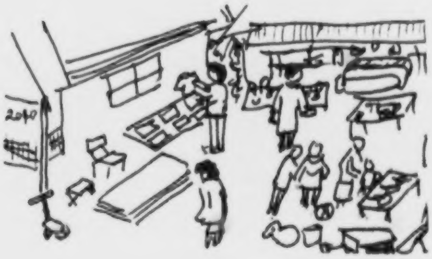
They do not have a lot of money. They like to buy things at garage sales.



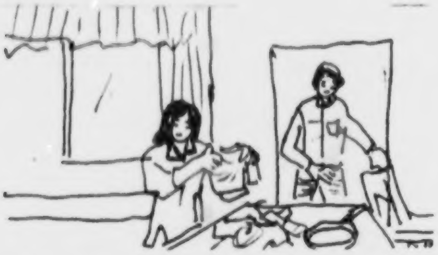
Keo gets up early on Saturdays. He drives around to look for garage sales.



One day Keo saw a sign: "Garage Sale, 2040 Prince St." Keo drove to the house and looked at the things for sale.



He bought clothes for his children, a chair and a pan. He only paid six dollars.



Keo took the things home. Kwan was very happy with them.

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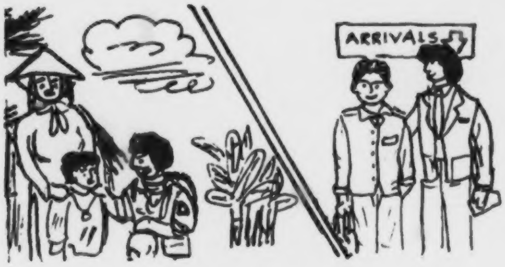
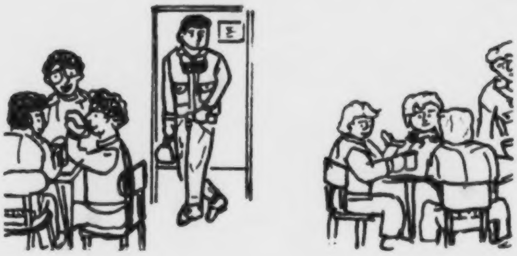
Title : Making Friends In A New Land
Author/Editor : Carl Bankston and Srisuda Walsh
Original Illustrations by : Sam Torrejos
Reduced Illustrations by : Reiko Padilla
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



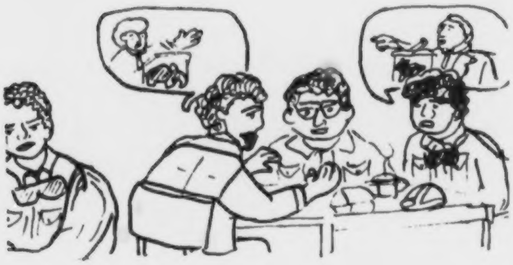
Minh is an Amerasian. His father is an African-American and his mother is Vietnamese. He was born in Saigon, Vietnam.

He came to the United States through the Orderly Departure Program for Vietnamese Amerasians.



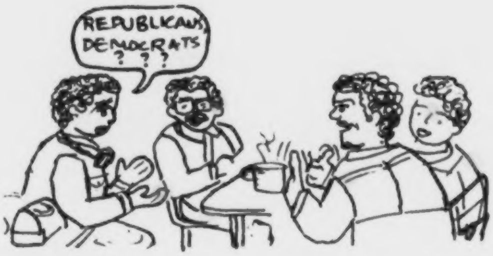
In the United States, Minh worked in a factory. During breaktime, he noticed that the white workers usually sat in one group and the black workers usually sat in another.

Minh did not understand this, but he decided he would sit near the blacks.



They were talking about politics. "Those Democrats don't know anything but taxes and more taxes," said one man.

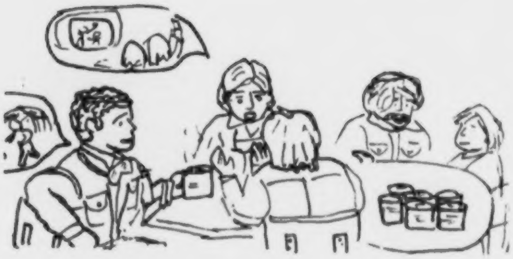
"The Republicans just want to give more money to the rich," said another man.



"What are 'Democrats' and 'Republicans'?" Minh asked.

One of the black workers looked at him. "Don't worry about it man. You're Vietnamese. American politics is for us Americans."

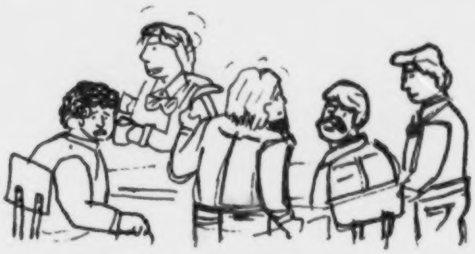
Minh felt that he didn't belong to the black group.



The next night he sat with the white group. "Come over and watch the game on TV next Sunday," one man said to another man.

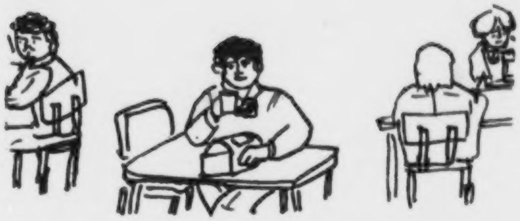
"I'll pick-up a few six-packs on my way," said the second man.

"I like games very much,"Minh said.



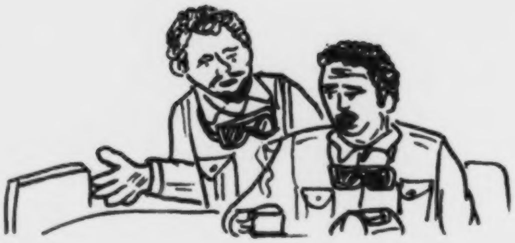
The men raised their eyebrows, looked at the ceiling, shook their heads, and then stood up and walked away.

No one talked to Minh.

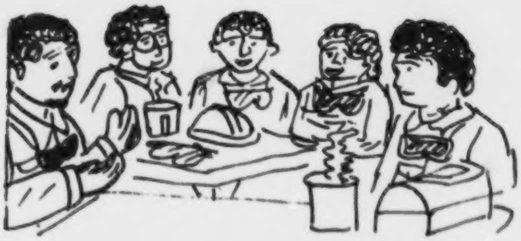


After that, during breaktime, Minh sat by himself between the two groups.

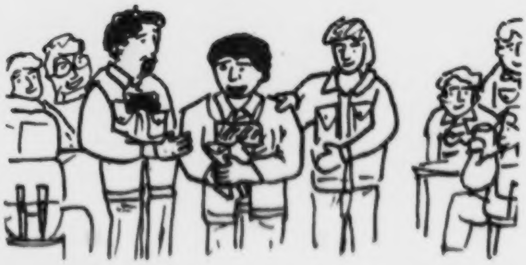
He felt unwanted. He was angry and very, very sad.



A few days later, one of the black men saw Minh sitting by himself. He sat down next to Minh and asked him what was wrong. After a few minutes, Minh told him.



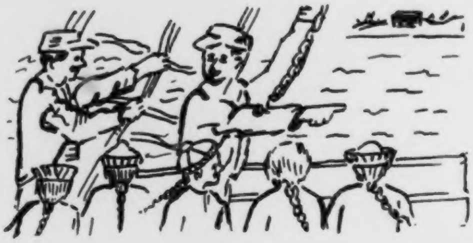
"We all feel lonely sometimes," the new new friend said, "and life is harder for you than it is for most people. But that means you just have to try harder. Come over here and sit with us."



Little by little, Minh became friends with the other workers. Sometimes he was lonely, but he kept trying.

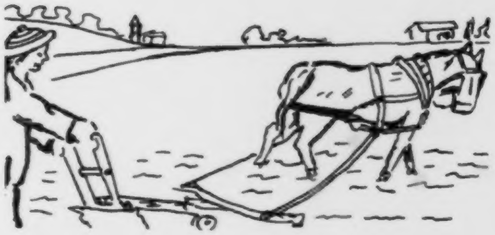
Title	:	My Grandfather's Story
Author/Editor	:	Alan Blackstock
Original Illustrations by	:	Jesus Mercado
Reduced Illustrations by	:	Jesus Mercado
Where Available	:	Classroom Libraries, IMS Materials Library Learning Resource Centers, Neighborhood Libraries

My name is Benjamin Lee. I am a Chinese - American. I was born in the U.S., and so were my parents.

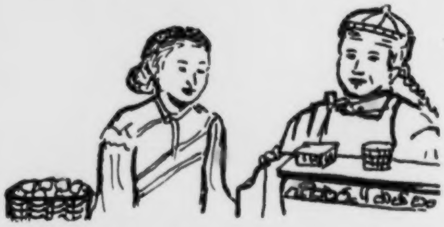


My grandfather was born in China. He came to the U.S. when he was a young man.

Traveling was not easy in those days. My grandfather had to spend many weeks in a ship crossing the sea.



Life was very difficult for him when he arrived in California. He was poor and he could not speak English. But, he got a job working on a farm.



He only earned one dollar a day. Little by little, he saved enough money to start a small grocery store.

One of his customers was a pretty young woman.

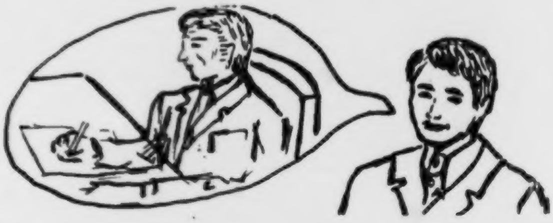
She also came from China, but she had been in America since she was a little girl.

Life was not so difficult for her, because her parents took care of her.

After my grandfather got to know her, he asked her to marry him.

She agreed, and they raised a family.

My father was their third son.



My father studied hard in school and became a banker.
Life has not been as difficult for my father and me as it was for my grandfather.

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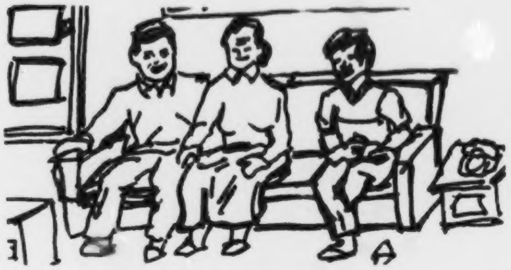
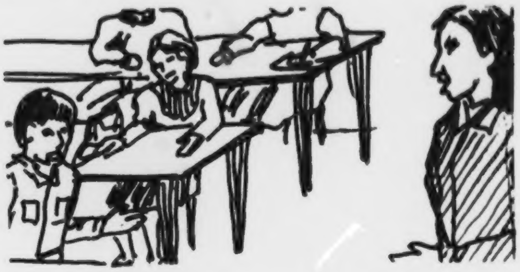
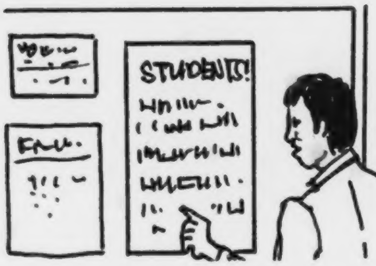
Title : Pocket Money
Author/Editor : Srisuda Walsh
Original Illustrations by : F. R. M. Maralag III
Reduced Illustrations by : Jessie Ponce
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



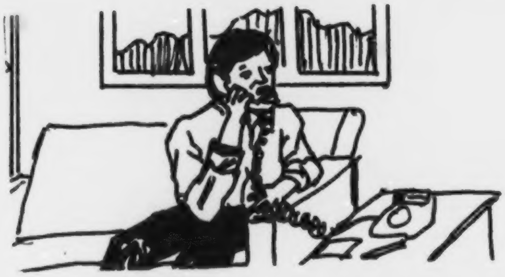
Moua Thong lives with his parents in Sacramento, California.



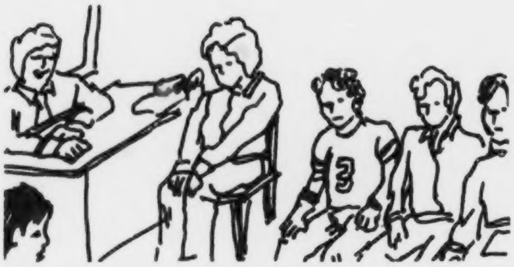
He is a student at Westview Adult School.



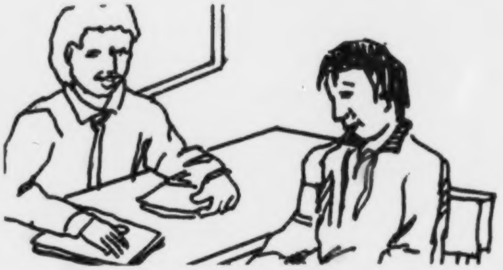
One day at school Moua Thong saw an announcement on the bulletin board: [Full sign printed in the book with job, wages, where to call and when to call.]



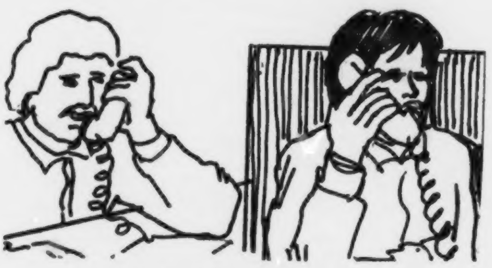
Moua Thong called the center about the job.



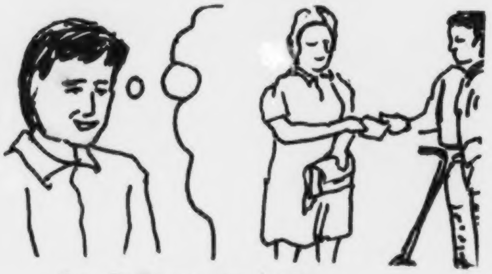
The next day he went to apply. He saw other students who also went to apply.



The man at the center talked to Moua Thong. He told him to wait for a call.

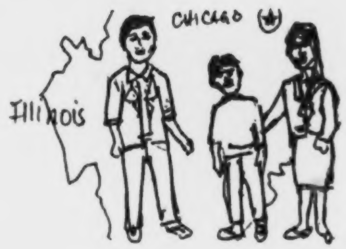


A week later Moua Thong got a phone call from the center. The man told him to go to an old woman's house to cut the grass.

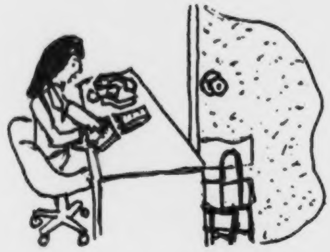


Moua Thong was very happy.

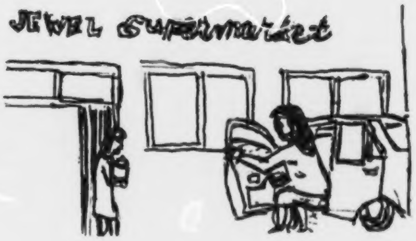
Title : Telephone Message
Author/Editor : Srisuda Walsh
Original Illustrations by : M. S. Fulgencio
Reduced Illustrations by : Adlai Castigador
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



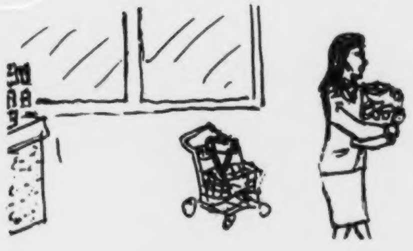
Ky Nam and her family live in Chicago, Illinois.



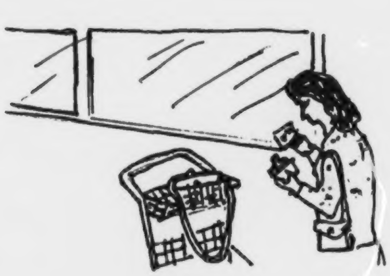
She is a Vietnamese counselor at Westview Adult School.



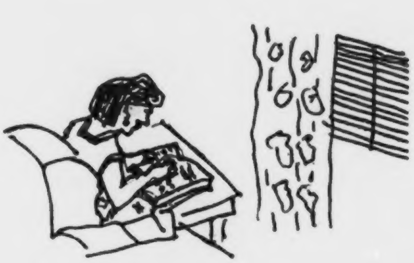
One day on her way home from work, she stopped at the Jewel Supermarket.



After she paid, she left without her purse.



An American lady named Joyce found Ky Nam's purse. She looked for a name inside the purse and found Ky Nam's driver's license.



Joyce looked for Ky Nam's telephone number in the phone book.

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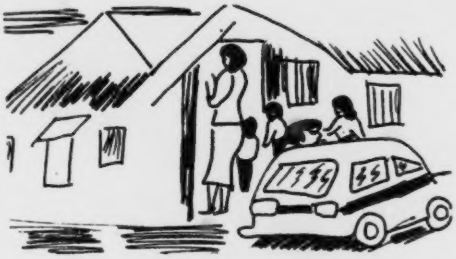
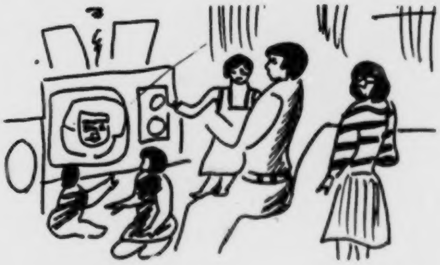
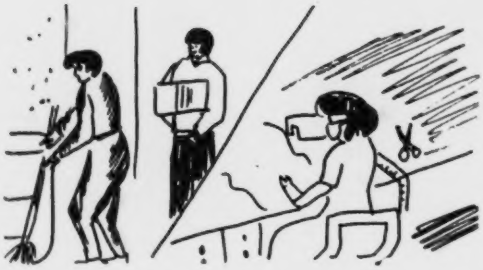
Title : Somsavinh's Problem
Author/Editor : Srisuda Walsh
Original Illustrations by : M. S. Fulgencio
Reduced Illustrations by : Cuong Van Pham
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



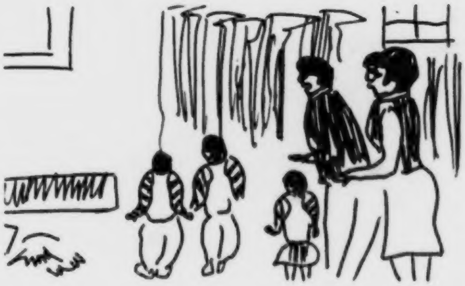
Somsavinh and his wife, Malaythong, live in San Diego. Their house is cheap, but it is in a bad neighborhood.



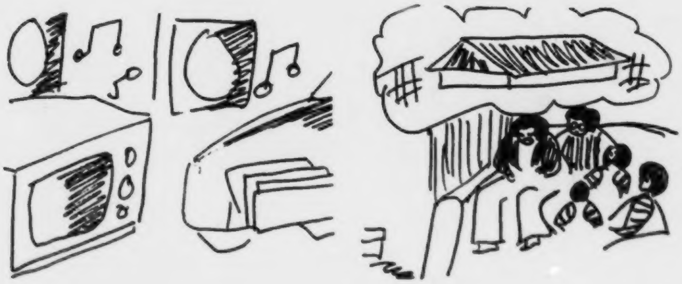
They don't have a lot of money, but they bought a car, a television and a stereo on time payments.



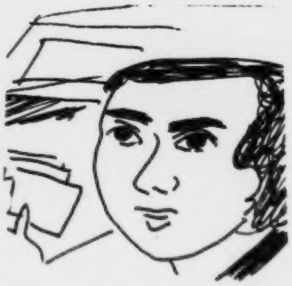
Somsavinh and Malaythong both work everyday.



One day, someone broke into their house and stole their television and stereo. This was not the first time this had happened to them.

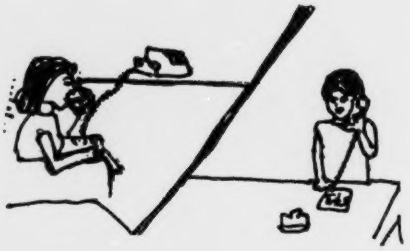


They want to move to a better place, where there are not a lot of robberies and other crimes.

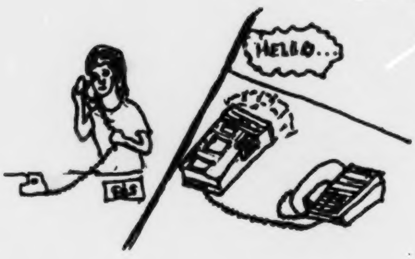


But they need to have at least eight hundred dollars in cash in order to pay for the deposit and the first month's rent.

They don't have the money because they spent both their salaries and didn't save any.

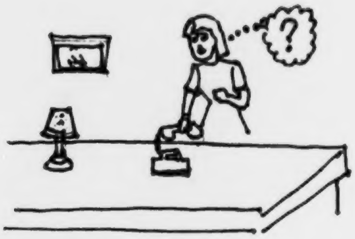


She called Ky Nam but Ky Nam was not home. Joyce talked to Ky Nam's son, Hung. She told him to tell his mother to call her at 543-2687.

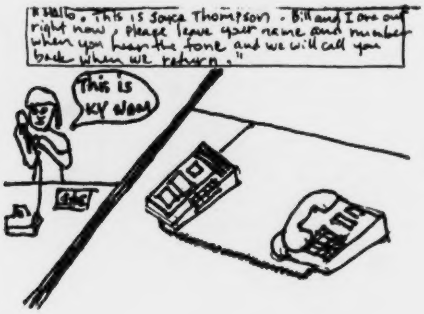


When Ky Nam got home, she called Joyce. Joyce was out, but had left this message on her answering machine:

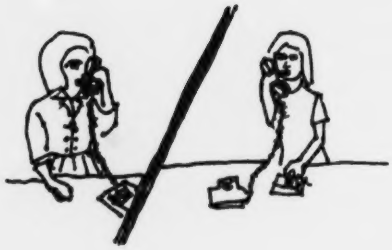
"Hello. This is Joyce Thompson. Bill and I are out right now. Please leave your name and number when you hear the tone and we will call you back when we return."



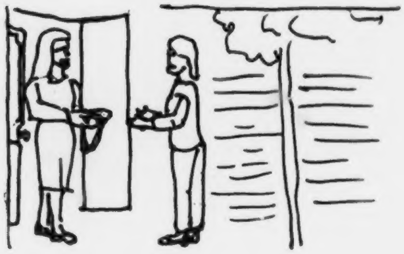
Ky Nam heard the message but did not know what to do. She hung up the phone. Then she remembered hearing about answering machines.


"Hello. This is Joyce Thompson. Bill and I are out right now, please leave your name and number when you hear the tone and we will call you back when we return."
This is Ky Nam

She called Joyce back and this time she left a message: "This is Ky Nam. Please call me at 582-3612."



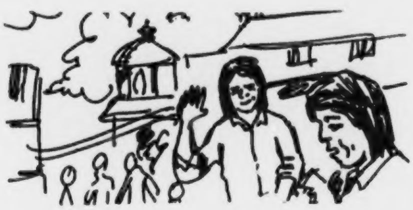
When Joyce got home, she got Ky Nam's message and called her.



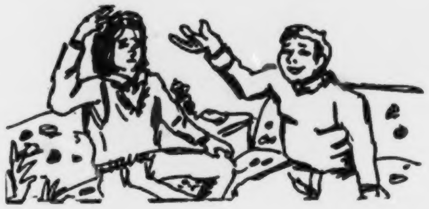
Ky Nam went to Joyce's house and got the purse. She was very happy.

BEST COPY AVAILABLE

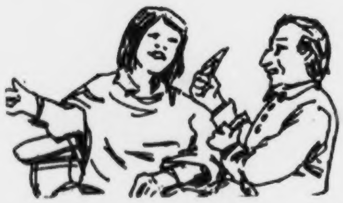
Title : Thao Gets A Haircut
Author/Editor : Alan Blackstock
Original Illustrations by : Jonie Arroyo
Reduced Illustrations by : Jessie Ponce
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



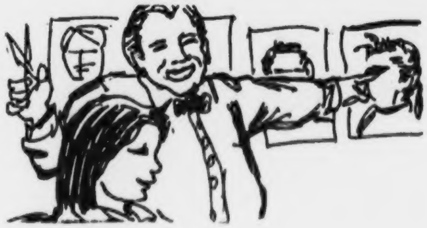
Thao is from Saigon. In Saigon, young men like to have long hair.



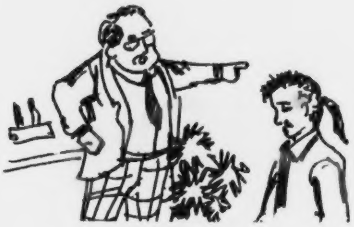
But when Thao went to America, his uncle said, "Get a haircut, if you want to get a job."



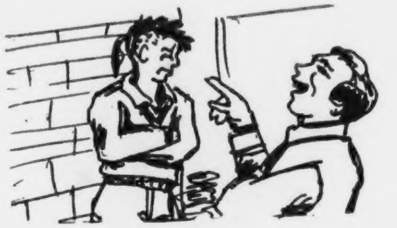
Thao went to the barber shop. The barber asked him, "How do you want your hair?"
"I don't know," Thao said.



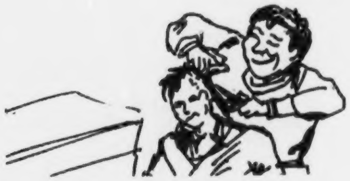
"How about a punk haircut?" asked the barber.
"OK," said Thao.



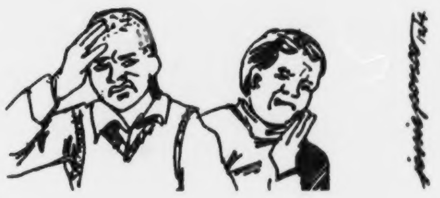
Then Thao went to ask for a job. When the boss saw him, he said, "Get out! I don't want any punks here!"



Thao went home. When his uncle saw him, he laughed and laughed.

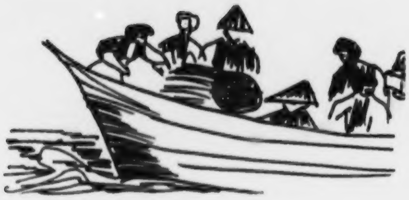


"You'll never get a job with that haircut. I'll cut it for you."

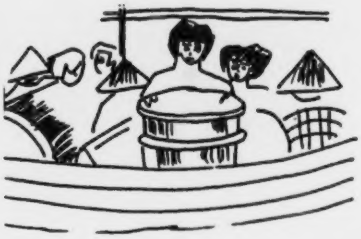


Thao didn't need another haircut for a long time.

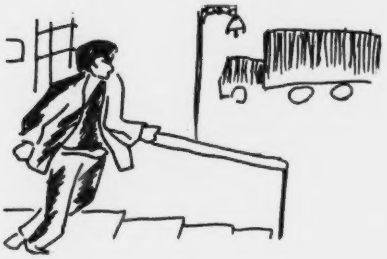
Title : Too Much Freedom
Author/Editor : Alan Bankston
Original Illustrations by : Bienvenido Reynoso
Reduced Illustrations by : Cuong Van Pham
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



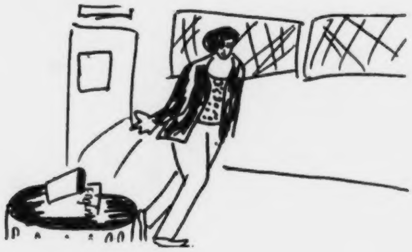
Sang Nam Chinh left Vietnam in 1977. He was twelve years old.



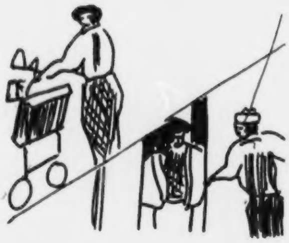
His older sister, Mui, and his younger brother, Sing Su, went with him.



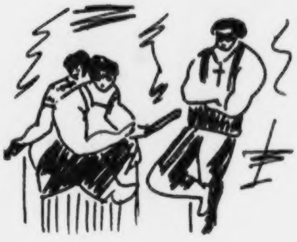
They went to live in Los Angeles, California.



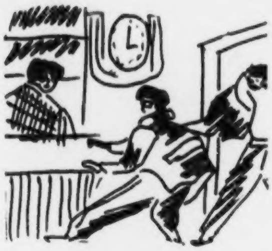
Nam quit school because he didn't understand English.



He worked for a while as a busboy and as a delivery boy.

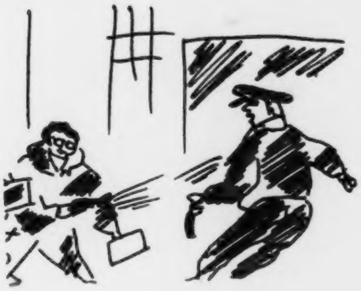


Then he joined a gang called the Hac Qui boys.

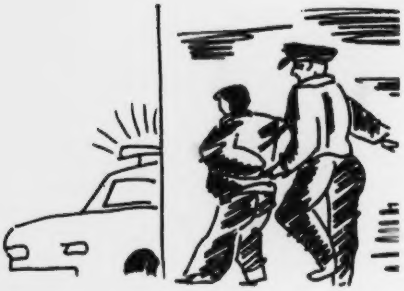


In December, 1984, the Hac Qui boys robbed the Jin Heng, jewelry store.

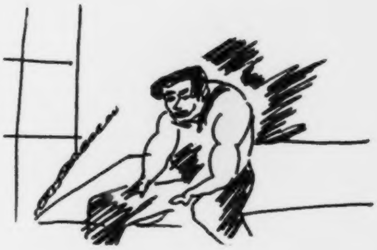
Title : Too Much Freedom (Cont... page 2)



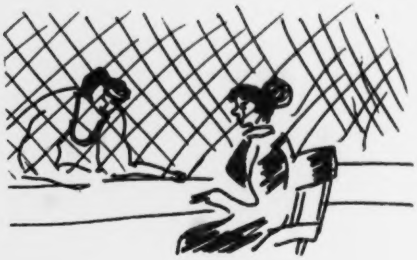
They also killed a policeman.



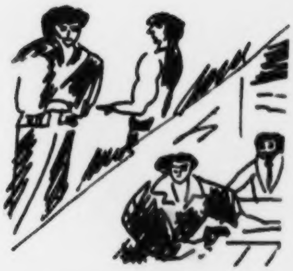
Nam was arrested.



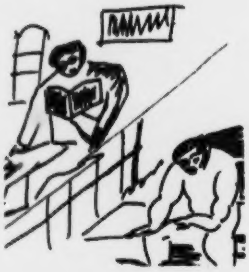
Now he is in jail. He may be put to death.



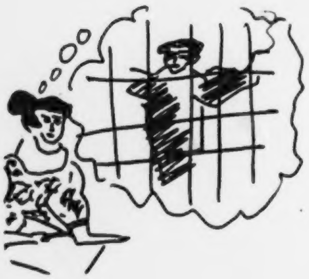
Why did Nam get into trouble? His sister, Mui, says there is too much freedom in America.



People can buy drugs and guns easily.

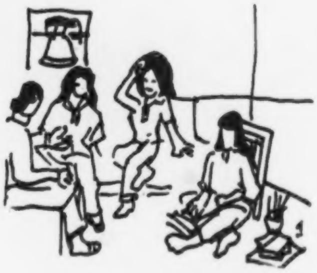


Nam's brother, Sing Su, is a good student. But for Nam it is too late.

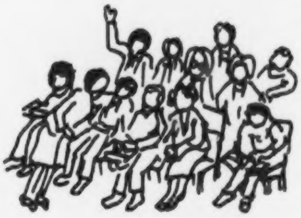


Mui tells her family in Vietnam that life in America is OK. But every time she thinks of Nam, she feels sorry.

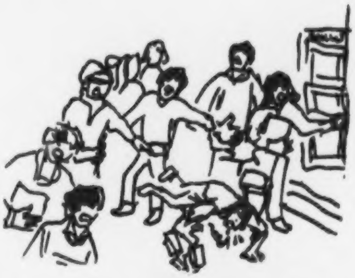
Title : Who Is My Friend
Author/Editor : Isabel Garcia, et al.
Original Illustrations by : Mario C. Hernandez
Reduced Illustrations by : Norma Marcayda
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



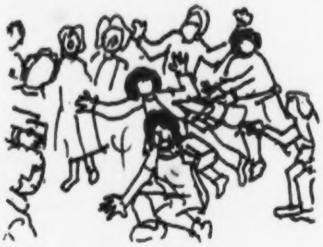
Tuyet Veng and her family arrived in America in 1987. She was 14 years old.



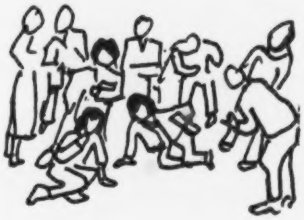
She and her older sister, Linh, were students at Jay Cook High School.



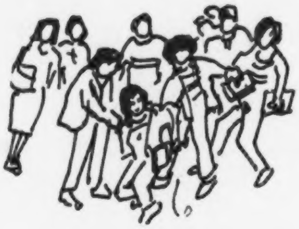
One day, two boys started laughing at Tuyet and Linh. They hit Tuyet and pushed her to the floor.



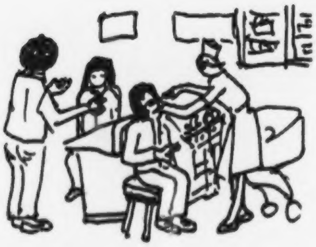
Tuyet and Linh cried. There was a crowd of students around them, laughing and pushing. No one helped.



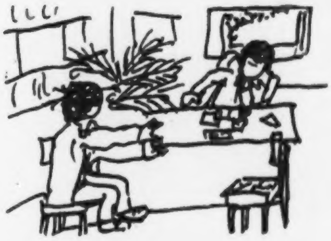
No one except Mamie Kellam. She was a 16-year old black student, and she saw what was happening. She was angry at the boys and pitied the girls.



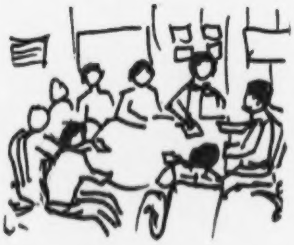
Mamie went to help them. She stopped the boys. The boys laughed at Mamie too.



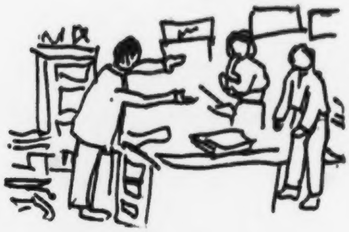
Mamie took the two sisters to the nurse's office.



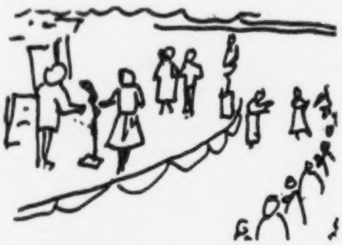
Then she went to the disciplinary office and reported the two boys.



A teacher, Benjamin Larriccia, heard what had happened. He was worried about Tuyet, Linh and Mamie. He talked to the other teachers and the principal.



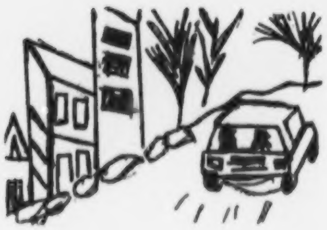
Later, the two boys were suspended from school.



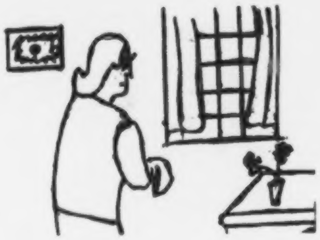
In April 1988, Mamie Kellam received the Anne Frank Youth Award for her courage. She had helped someone she did not know.

BEST COPY AVAILABLE

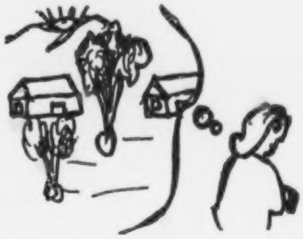
Title : Winter Work In Minnesota
Author/Editor : Thelma Rodriguez
Original Illustrations by : F. R. M. Maralag III
Reduced Illustrations by : Tieng Cong Pham, Cycle 149
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



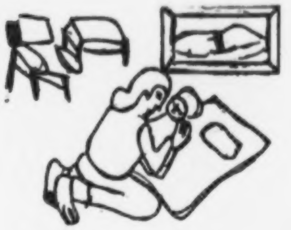
It was winter in Minnesota.



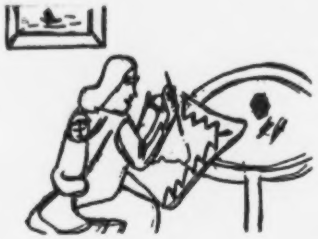
Mai Xiong looked out of her apartment window. She was cold and lonely.



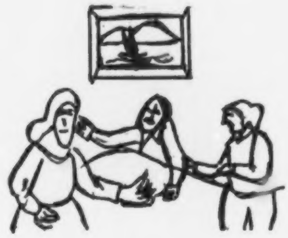
She thought of the warm hills in Huey Sai.



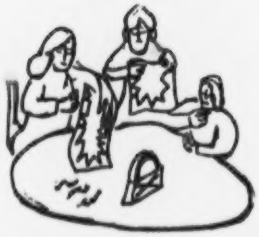
Mai Xiong picked up her three month old baby.



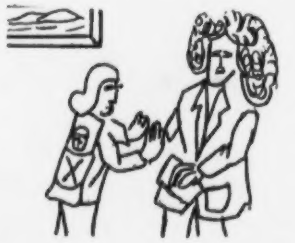
She put the baby on her back and began to sew.



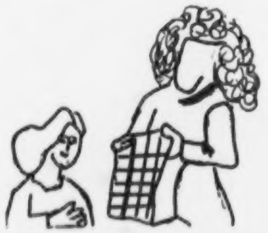
Soon, her Hmong friends came to visit.



They sewed blankets, bags and other colorful needlework.

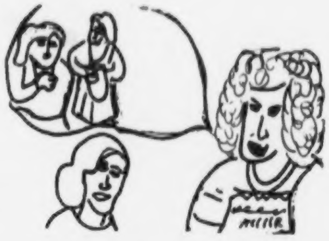


Her American sponsor came too. Her name was Elaine.

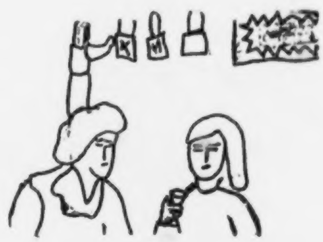


Elaine said, "These are beautiful! Are you going to sell them?"

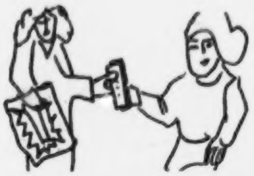
Mai answered, "Yes, do you think Americans would like them?"



Elaine answered. "Yes. I will have a party. We can show your needlework to my friends."



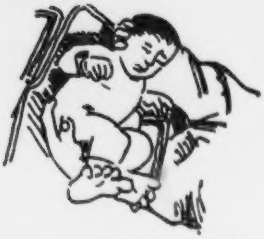
At the party, Mai Xiong and her friends showed their work.



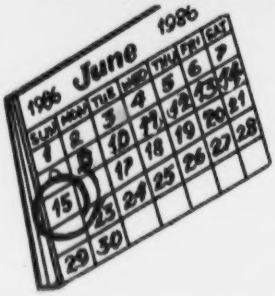
Elaine's friends bought a lot. Mai was very happy.

OTHER STORIES

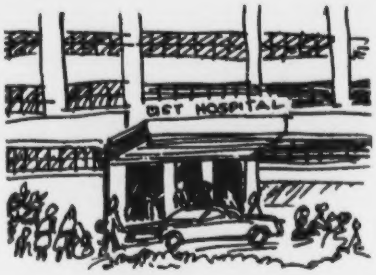
Title : Absinthe's Money
Author/Editor : Chas Algaier
Original Illustrations by : Mario C. Hernandez
Reduced Illustrations by : Jessie Ponce
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



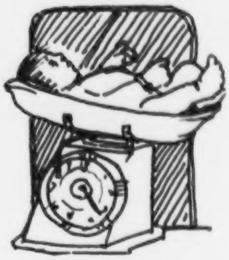
Absinthe Natasha is a new baby.


1986
June
1986
SUN MON TUE WED THU FRI SAT
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

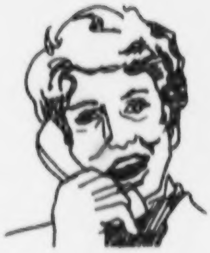
She was born on Sunday afternoon, June 15.


UST HOSPITAL

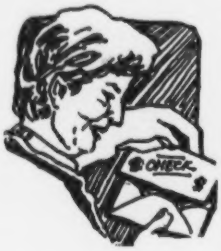
She was born at UST Hospital.



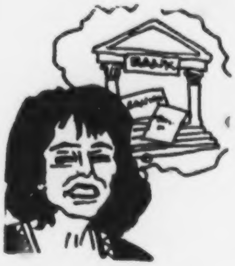
She weighed seven pounds, thirteen ounces when she was born.



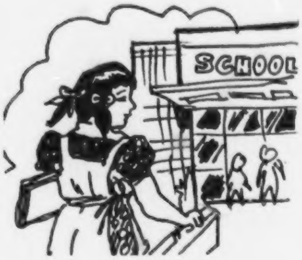
Absinthe's grandmother was very happy when she heard the news,



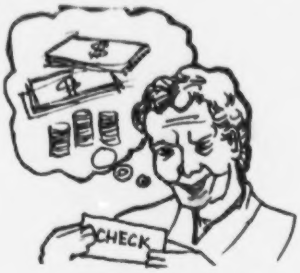
so she sent Absinthe some money.



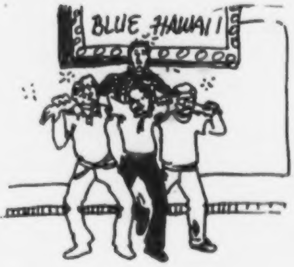
Absinthe's mother wanted to put the money in a bank,



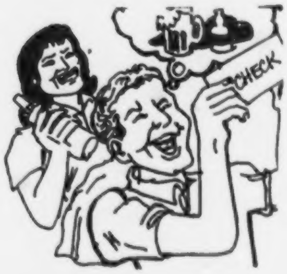
so Absinthe could use it to go to school.



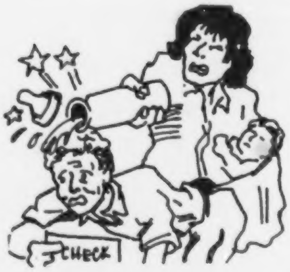
But Absinthe's father wanted to keep the money,


BLUE HAWAII

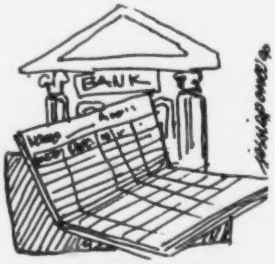
so he could go to bars.



That made Absinthe's mother mad,



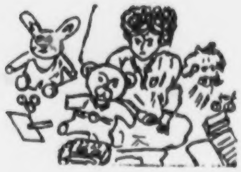
so she hit her husband on the head with a baby bottle.



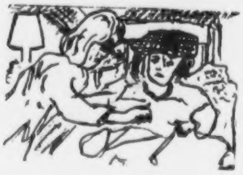
Now the money is in the bank.

BEST COPY AVAILABLE

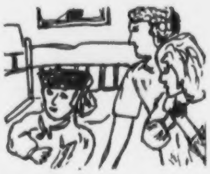
Title : Absinthe's Sickness
Author/Editor : Chas Algaier
Original Illustrations by : Mario C. Hernandez
Reduced Illustrations by : Thanh Van Phan, Cycle 149
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



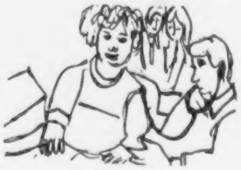
Absinthe Natasha got sick one day.



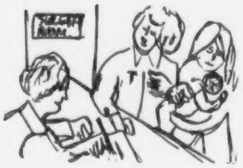
She threw up and had a temperature of 140°F.



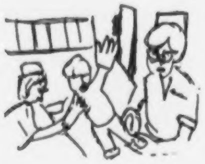
Absinthe's parents were very worried,



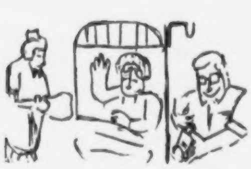
so they took Absinthe to see a doctor.



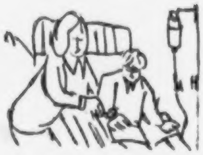
The doctor put Absinthe in the hospital.



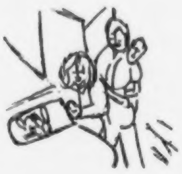
In the hospital, the nurses put Absinthe on IV feeding,



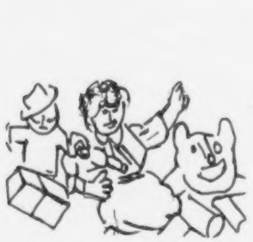
and gave her penicillin through the IV.



After three days, Absinthe was better,

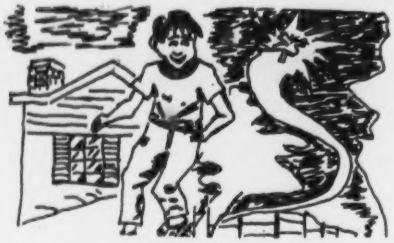


so the doctor let her go home with her parents.

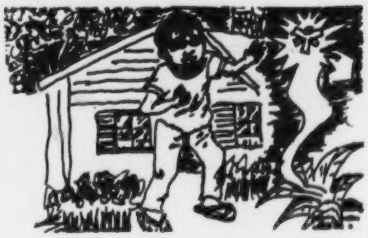


Absinthe was glad to get back to her toys.

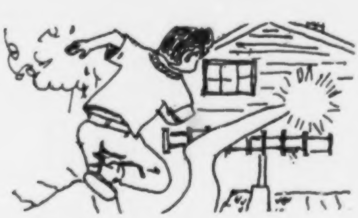
Title : Chao And The Firefly
Author/Editor : Alan Blackstock
Original Illustrations by : Bienvenido Reynoso
Reduced Illustrations by : Adlai Castigador
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



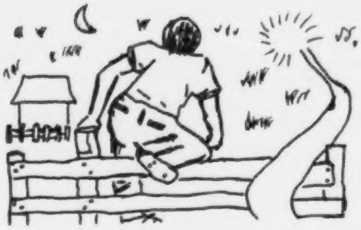
Chao was a very curious boy. One night he was playing in front of his house when he saw a firefly, blinking on and off, off and on. He tried to catch it, but it flew away.



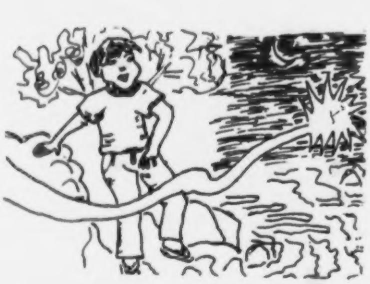
It flew out to the street, and Chao followed it.



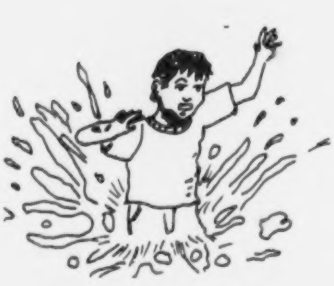
It flew to the corner and turned right, and he followed.



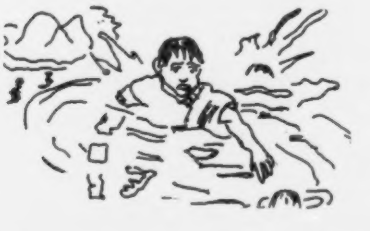
It crossed the fence and went into the field, and he followed.



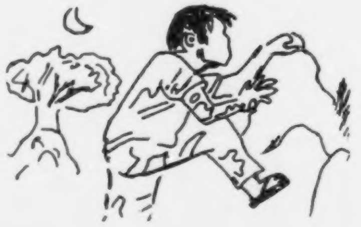
It flew down the hill and over the river. Chao followed.



Splash! Chao found himself in the middle of the river.



Luckily, he knew how to swim. He swam to the bank of the river,



and pulled himself out of the water.

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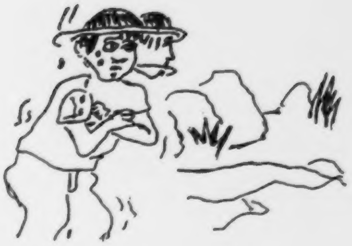
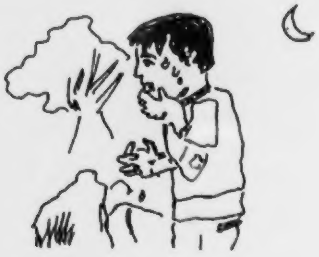
Title : Chao And The Firefly (Cont...Page 2)

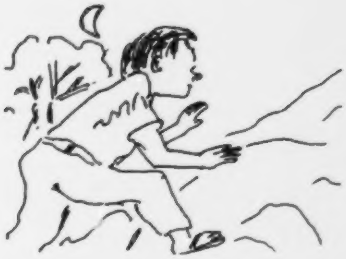


He stood on the bank, feeling very wet and cold. He looked for the firefly. Where had it gone?

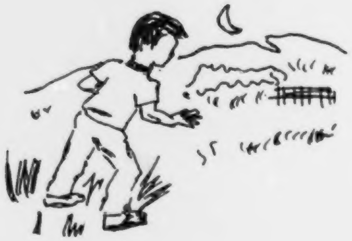
He looked to his left and to his right. He couldn't see it anywhere.



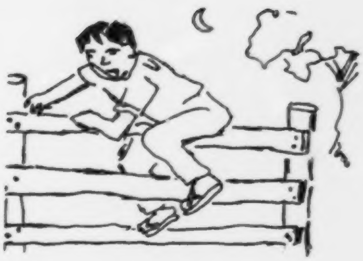
"I'd better go home now," said Chao. But how? Chao was afraid he could not find his way. He tried hard to remember.



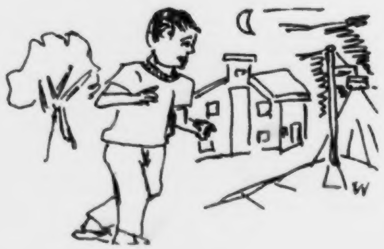
He looked around again and saw the hill. "I remember I came down that hill," he said, So he climbed up the hill.



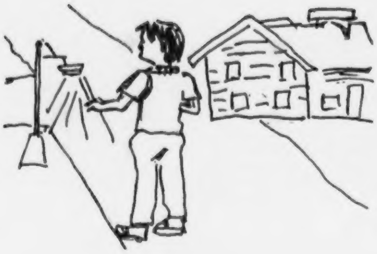
At the top of the hill he saw a field. "I remember crossing the field," he said.



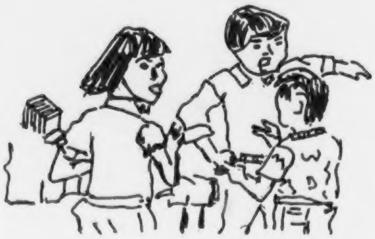
He went straight across the field until he came to a fence. "I remember climbing over this fence," said Chao. He climbed the fence, then stopped.



Now which way? Chao didn't remember. Then he saw a street light. "Maybe that's the corner," he said.



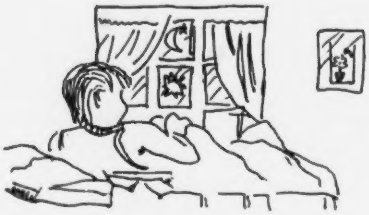
He walked to the streetlight and found the corner. "Now I know the way," said Chao. "This street leads to my house."



When he got home, his parents were angry. "Where have you been? Why are you all wet?" asked his mother.

"It's a long story," said Chao.

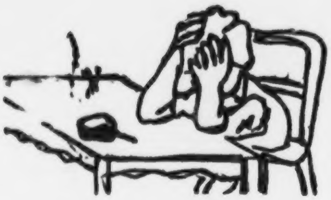
"Never mind," said his father. "Change your clothes and go to bed."



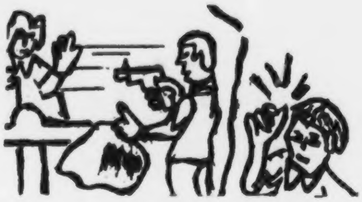
Just before going to sleep, Chao saw a light outside his window.

At first he thought it was a star, but then it started blinking ... off and on, on and off, off and on.

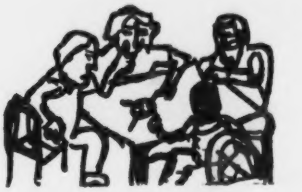
Title : The Great Bank Robbery
Author/Editor : Carl Bankston
Original Illustrations by : Al Medilo, Mario C.Hernandez, Sam Torrejos and M. S. Fulgencio
Reduced Illustrations by : Tieng Cong Pham
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



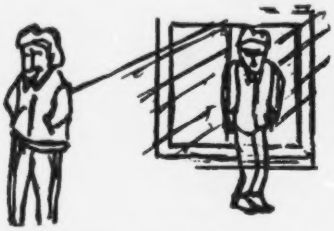
Carl Smith had no money and no job. He was worried.



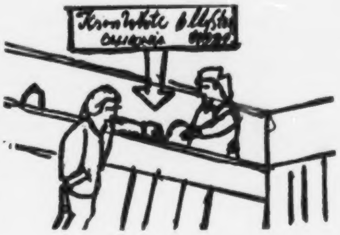
But then he had an idea. He would rob a bank.



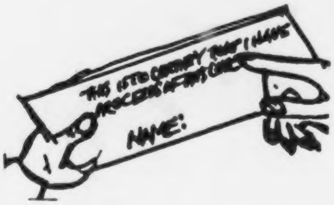
He called his friends, Ben, John and Jason. The four of them sat down to plan.



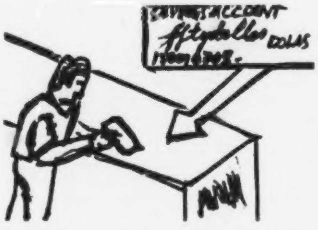
When they entered the bank, each of them went to a different place.



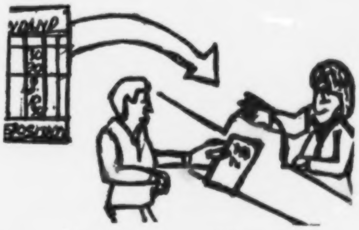
Jason walked up to a window at the counter. "I'd like to cash this check," he said.



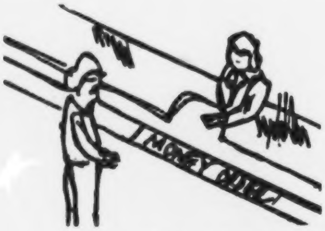
"Please endorse it," the teller said.



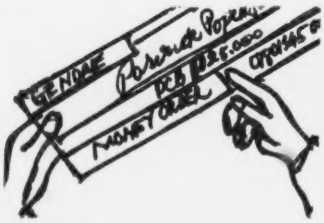
Ben filled out a withdrawal slip.



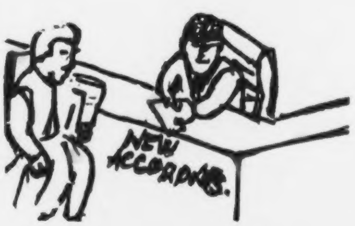
He went to a different window. "I'd like to withdraw money from my savings account."



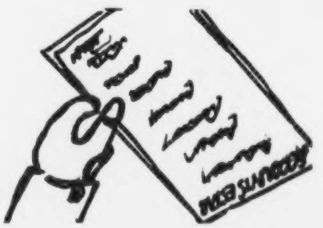
John went to a third window. "I'd like to purchase a money order for twenty-five dollars."



"Please sign your name at the bottom," the teller told him.


NEW ACCOUNTS.

Carl went to a desk marked "New Accounts." "I'd like to open a savings account," he told the man.



"Please fill out this form," the man said.

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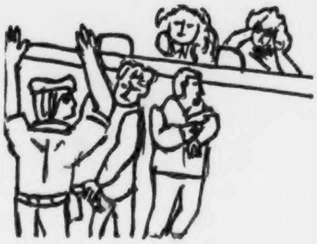
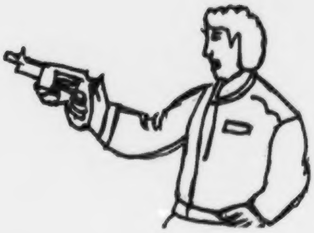
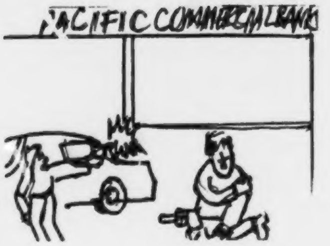
Title : The Great Bank Robbery (Cont...page 2)



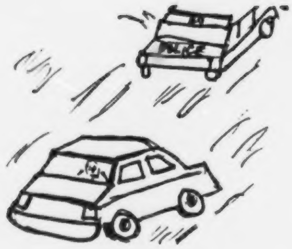
Suddenly, Carl whistled loudly and the four friends pulled out their guns.



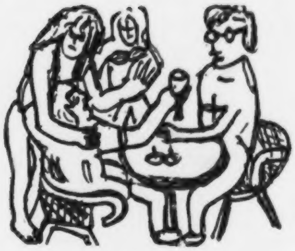
"Give us all your money," Carl said, "or die!"



As the four men ran out to their car, the police came and started shooting. Ben and John died. Jason was injured.

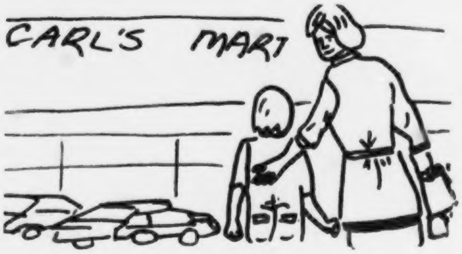


Carl jumped into the car and drove very fast to the airport.

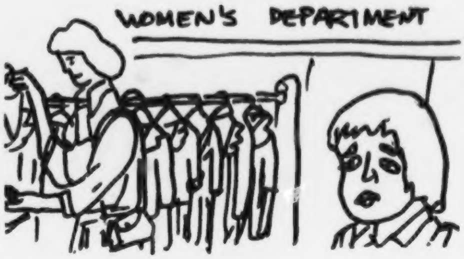


He escaped. Do you think he's happy? Do you think the police will catch him?

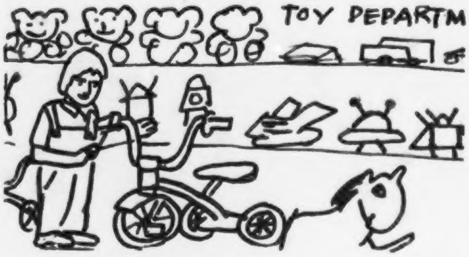
Title : Little Lost Bobby
Author/Editor : Carl Bankston
Original Illustrations by : Jonie Arroyo
Reduced Illustrations by : Reiko Padilla
Where Available : Classroom Libraries, IMS Materials Library
Learning Resource Centers, Neighborhood Libraries



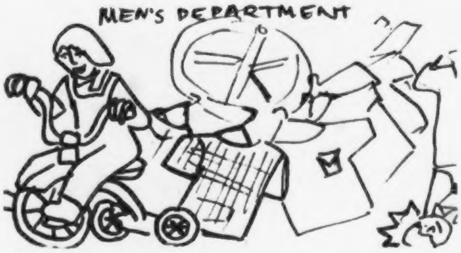
Mrs. Clay went to the store
one day,
And took her son,
little Bobby Clay.


WOMEN'S DEPARTMENT

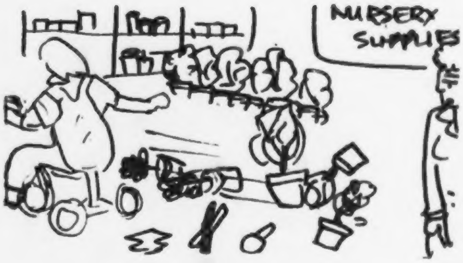
She wanted to shop around
for clothes,
But Bobby didn't want
to look at those.


TOY DEPARTM

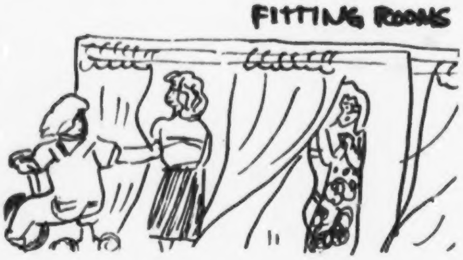
So Bobby found a thing
that he liked more,
A tricycle to ride
around the store.


MEN'S DEPARTMENT

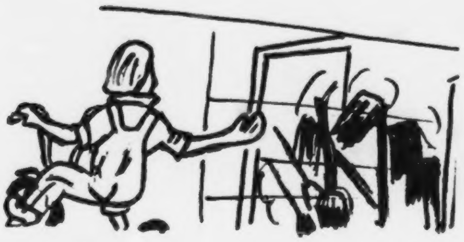
He rode through the place
where they sell shirts and pants,


NURSERY
SUPPLIES

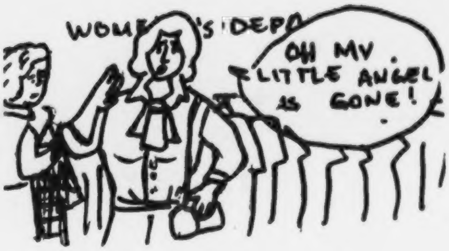
And rode through the place
where they sell potted plants.


FITTING ROOMS

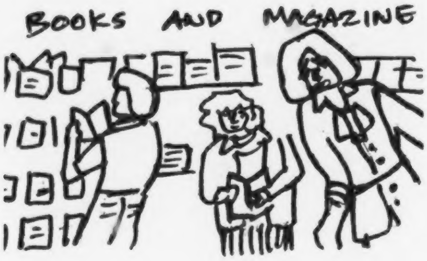
He opened the curtains
of all the fitting rooms.



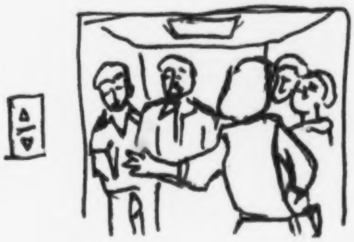
And opened the closet
that holds the mops and the brooms.


WOM 'S DEP
OH MY LITTLE ANGEL IS GONE!

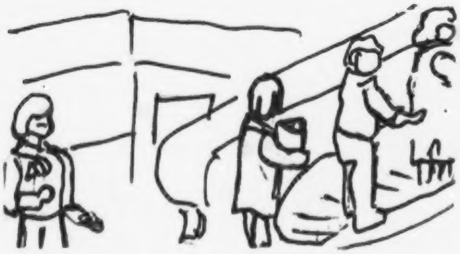
Then Mrs. Clay noticed
her son wasn't there,


BOOKS AND MAGAZINE

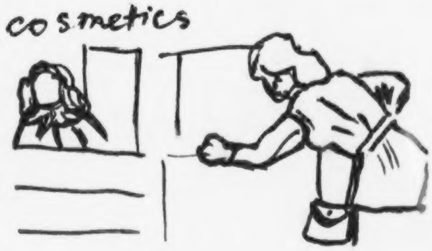
And began to look for Bobby
everywhere.



Mrs. Clay looked
in the elevator,



And she looked
up the escalator.



She looked behind the
make-up and perfume.

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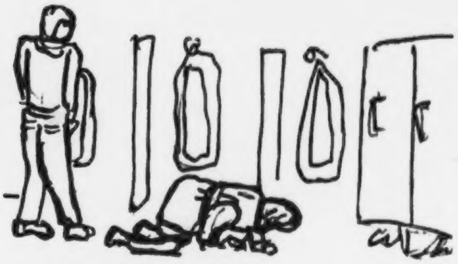
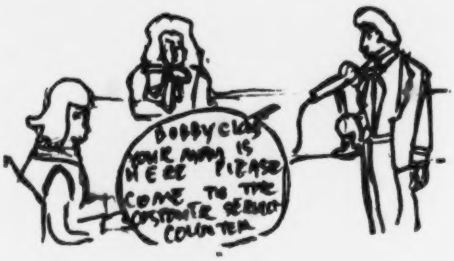
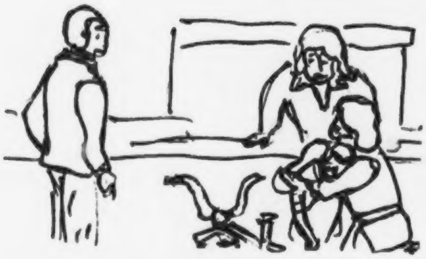


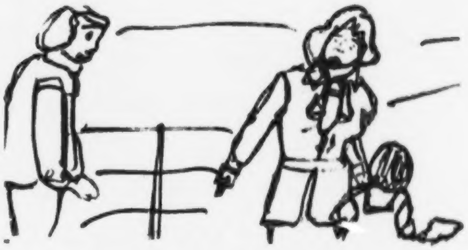
She even looked around
the men's restroom.


BOBBY CLAY
YOUR MOM IS
HERE PLEASE
COME TO THE
COSTOMTE SERVICE
COUNTER

The store manager
helped the worried mom.
He called little Bobby
on the intercom.



She said, "I'm so happy
you could find
My little boy for me,
you're very kind."



"But still, you need to clean
your store.
It's messy. I won't shop
here anymore."

IMS ESL MATERIALS

IMS ESL MATERIALS

Selected Materials

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INTRODUCTION

This section of the Strategy Notebook, Part II, contains a sampling of the instructional materials available at the IMS ESL Materials Library. These materials were developed by teachers and supervisors in their classrooms, and later presented to the Materials Review Committee for review.

In reviewing materials, the committee keeps foremost in mind the degree to which the materials support students at all levels in generating language, i.e. the degree to which the materials are interesting to students, and the degree to which they allow each student to respond at his or her own level. After the review process is finished, the materials are mass-produced by IMS so that teachers across the program can use them.

In this section, as in others, it is hoped that teachers will become aware of the materials that are available, and that many will be inspired to share their successful ideas with the Materials Review Committee* so that other teachers can benefit from their experimentation.

Grateful acknowledgement goes to the IMS staff for illustrating and producing the original materials, and to Norma Marcayda, Jesus Mercado, Reiko Padilla, and Martin Orendain for making the reduced-size illustrations shown in this section. Thanks also go to Herminda Reyes and Marites Mandocador of the IMS ESL Materials Library for their help in compiling this section. Finally, special thanks go to the Materials Review Committe members, the current chairperson, Helen Aguilar, and the former chairperson, Srisuda Walsh (1987-1989).

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* More information about the Materials Review Committee and its work can be found in the ESL-AB Handbook.

UNIT : PERSONAL INFORMATION

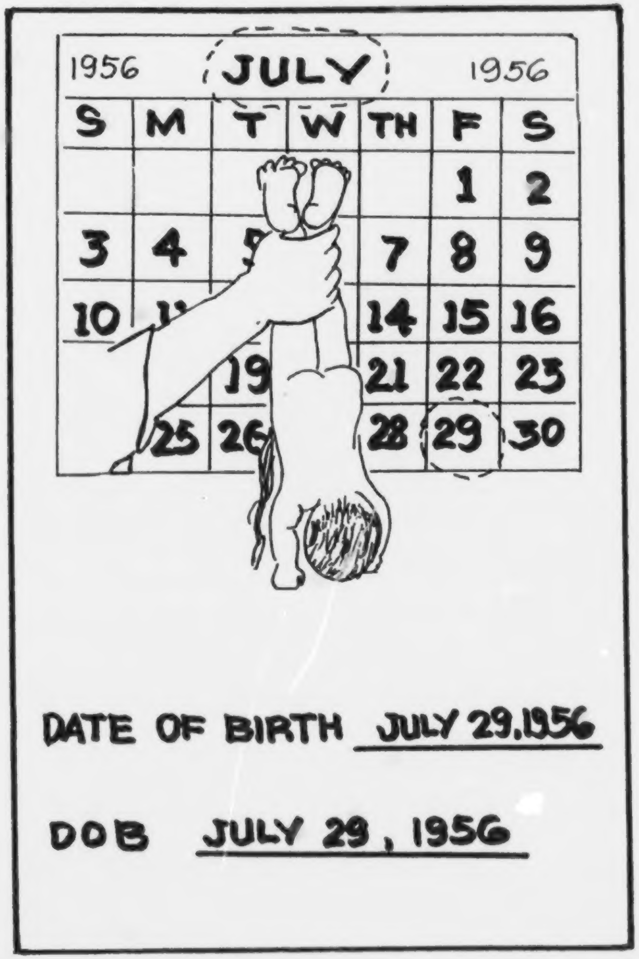
NAME OF MATERIAL : DATE OF BIRTH

CONTRIBUTOR : Unknown

DESCRIPTION : A black and white poster of a new-born baby held up against a calendar background and the child's date of birth written at the bottom of the poster.

RATIONALE : The relatively difficult-to-teach 'date of birth' becomes a lot easier for students to understand when it's graphically illustrated and it's parts (month, day, year) are clearly shown.

WHERE AVAILABLE : IMS Materials Library


1956
JULY
1956
S M T W TH F S
1 2
3 4 5 7 8 9
10 14 15 16
19 21 22 23
25 26 28 29 30
DATE OF BIRTH JULY 29,1956
DOB JULY 29 , 1956

SUGGESTED TEACHING STRATEGY:

Ask one student to give the day's date, and have him write it on the board. Accept abbreviated answers, like: Aug. 14, 1990, 8-14-90, 14 Aug. 90, and so on. If the student writes it with the day preceding the month, tell the class that, in the U.S., the date is written with the month preceding the day.

Distinguish the 3 parts of the date: the month, the day, the year. Ask comprehension questions, like: What month comes right before August? What was last Monday's date? What's the date tomorrow?

Show the poster with the date of birth covered. Ask the students what the picture tells them. If they mention the baby, ask them why it is naked and held upside down. The students will gesture childbirth, giving you the chance to introduce the word 'born.'

Draw a pregnant woman on the board and tell them it's your mother and that the baby inside is you. Count nine months, then ask the students what happened. The students can then refer to the word, 'born.' Let them guess your date of birth, starting with the month, then the day, and finally, the year.

Go back to the poster. Point to the calendar behind the baby. Draw 3 lines on the board and label them 'month,' 'day,' 'year.' Again, let the class fill in the blanks. From here, you can start asking the students their own dates of birth.

Prepared by:
Liza Revita

UNIT : PERSONAL INFORMATION

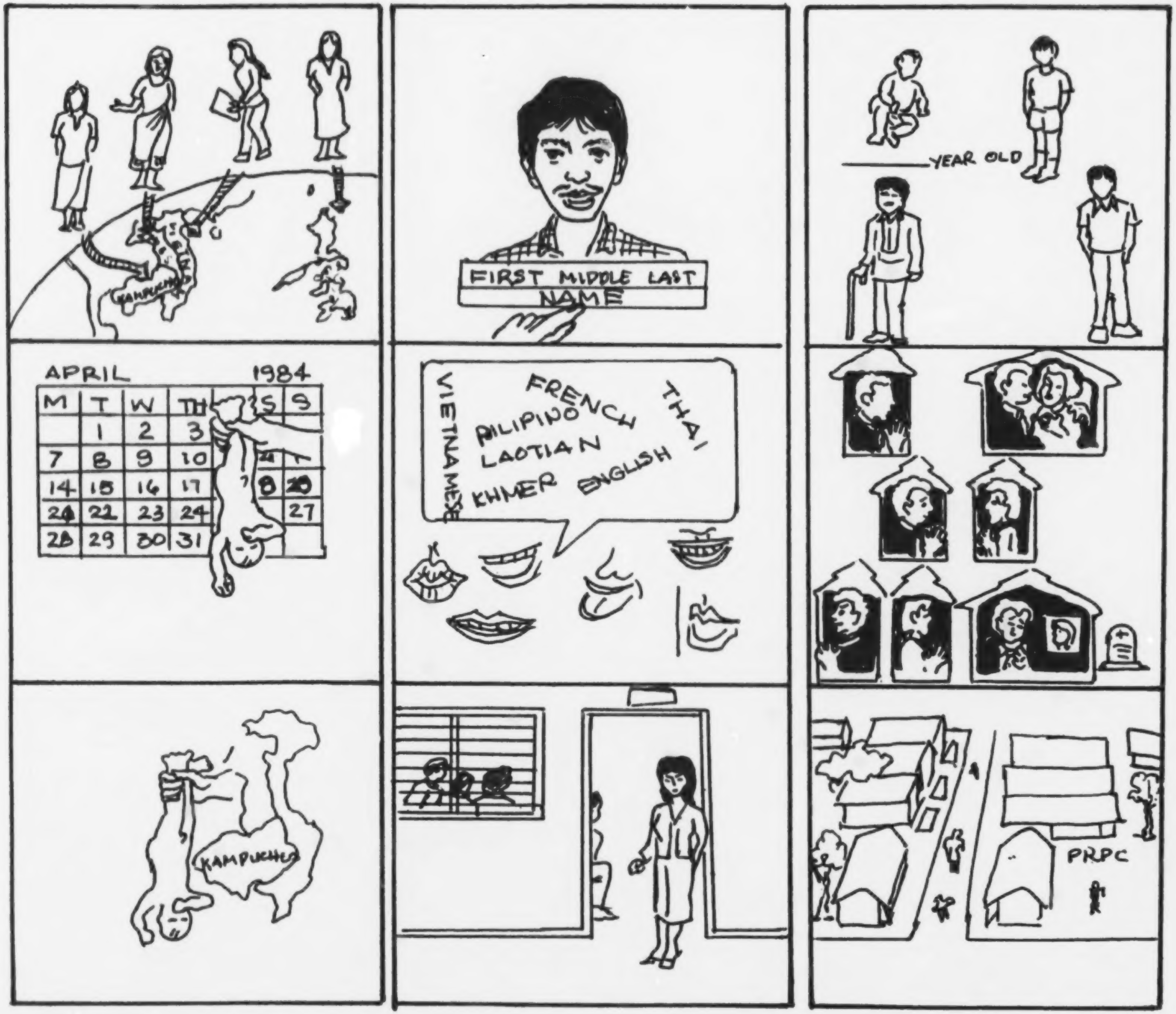
NAME OF MATERIAL : CUE PICTURES

CONTRIBUTOR : Unknown

DESCRIPTION : A set of 9 pictures that serve as cues for asking for/giving the following personal data: name (first, middle, last), age, address, marital status, nationality/country of origin, language spoken, date and place of birth, and classroom number.

RATIONALE : Most of our students can breeze through a recitation of their name, age, address, nationality, and marital status, but when it's their turn to ask for the same information, they grope for words. Our students need to develop confidence in asking questions. This material is ideal in supporting this.

WHERE AVAILABLE: IMS Materials Library


KAMPUCHEA
FIRST MIDDLE LAST
NAME
____ YEAR OLD
APRIL 1984
M T W TH F S S
1 2 3
7 8 9 10
14 15 16 17 18 20
21 22 23 24 27
28 29 30 31
VIETNAMESE
FRENCH
THAI
PILIPINO
LAOTIAN
KHMER
ENGLISH
KAMPUCHEA
PRPC

SUGGESTED TEACHING STRATEGY:

Show the pictures to the class one at a time. As you do, ask them what they see. Using the words they supply, pose the question the picture represents. For example, for the first picture the class might say any of the following: a man, name, first name, middle name, last name. Pose the question to one of the students: What is your name? Write his/her response on the board and post this picture beside the response. Do the same thing for the rest of the pictures.

Once all the pictures have been posted and the responses written down, go back to the first and ask one student to read the response. Put a big question mark right next to the picture and elicit the corresponding question. Encourage the first student to form the question to come to the board and write it beside the picture, as follows:

What is your name? My name is Than Thi Ngoc

If the students have difficulty formulating questions, supply the question words, "what," "when," "where," etc. as the case may be.

Prepared by:
Liza Revita

UNIT : PERSONAL INFORMATION

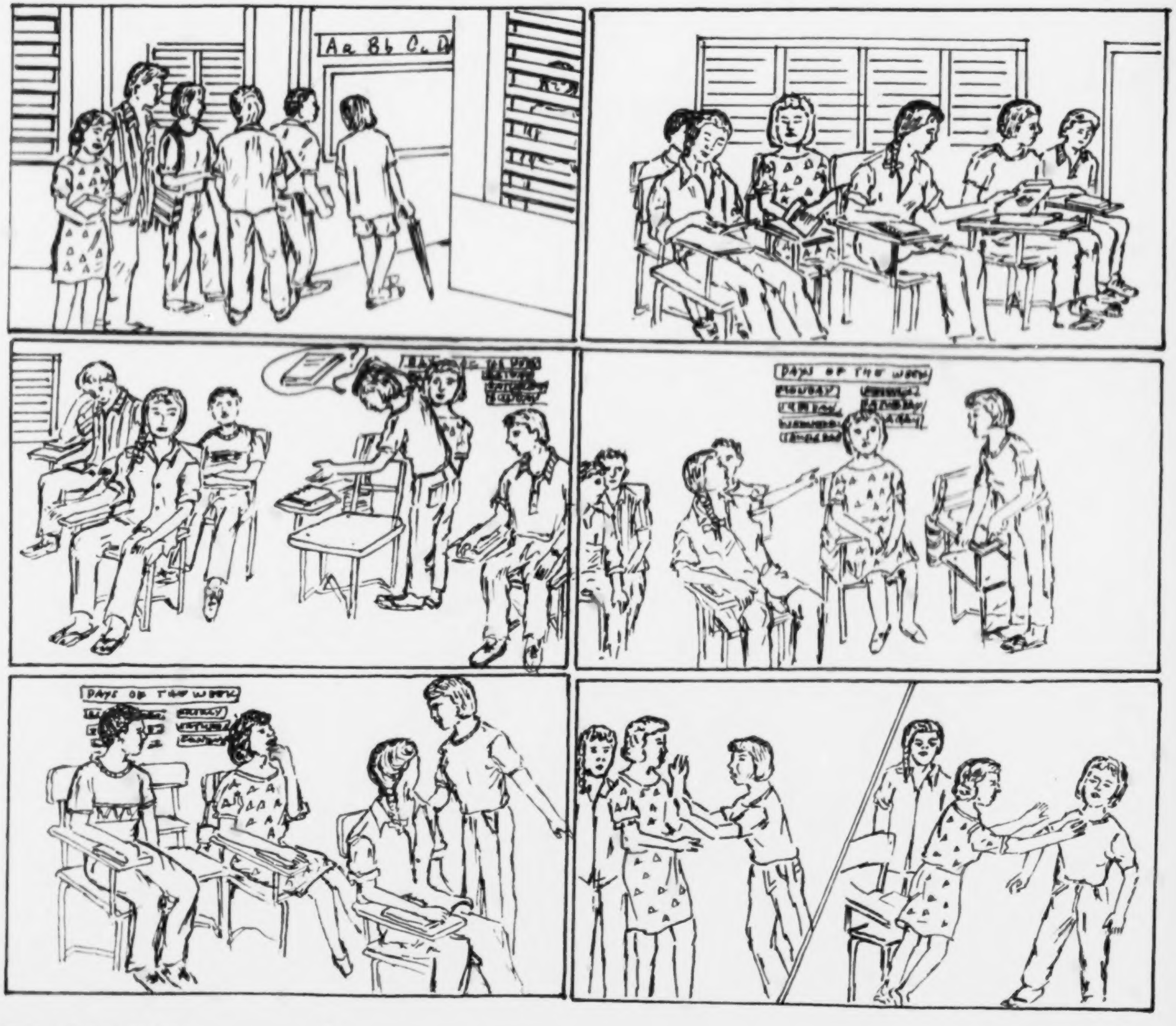
NAME OF MATERIAL : CLASSROOM CONFLICT

CONTRIBUTOR : Richard Cleveland

DESCRIPTION : A set of 13 pictures showing a conflict that arose in a young adult class.

RATIONALE : Classroom conflicts (fights, verbal altercations, walk-outs, etc.) are the hottest things to handle in terms of prevention and solutions. Each one is entirely different from the rest, so there are simply no hard and fast rules to follow. This material focuses on the type of conflict that occurs most frequently: arguments becoming physical fights. Presenting this in class might help the teacher gather insights from students on how to best deal with similar problems.

WHERE AVAILABLE : IMS Materials Library



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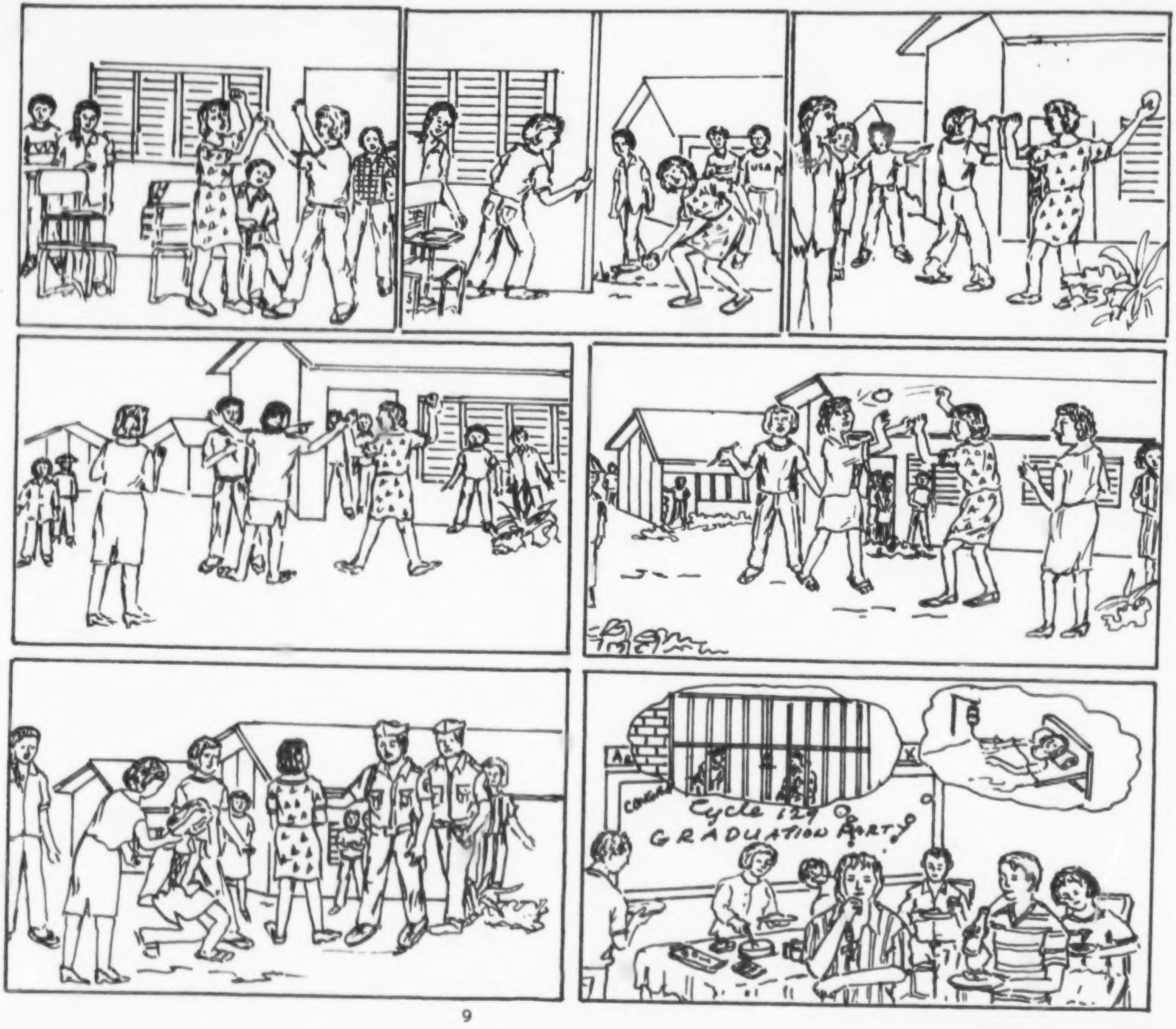

USA
CONGRA
Cycle 129
GRADUATION PARTY

SUGGESTED TEACHING STRATEGY:

In the first week of the cycle, the teacher usually does a lot of orientation work: attendance is discussed, daily monitors are assigned tasks, class officers are sometimes elected, and classroom rules are laid down.

It is in discussing these rules that the subject of fighting in the classroom comes up. Ask the class for reasons why students sometimes quarrel in class (teasing, taking each other's things, arguing about the lesson, etc.) Find out from them if things like this also happen in Vietnamese schools and what the teachers there do.

Give a stack of 13 pictures to the students, in no particular order. The class's task is to figure out a story based on the pictures, beginning with the cause of the conflict and ending with its consequences. After the class has rearranged the pictures to form one story, discuss each scene and analyze how the crisis could have been minimized, if not totally prevented.

Variation: Keep from the students the frames that show what happened after the fight. As a writing activity, the students try to predict what could have befallen the protagonists.

Prepared by:
Liza Revita

UNIT : PERSONAL INFORMATION

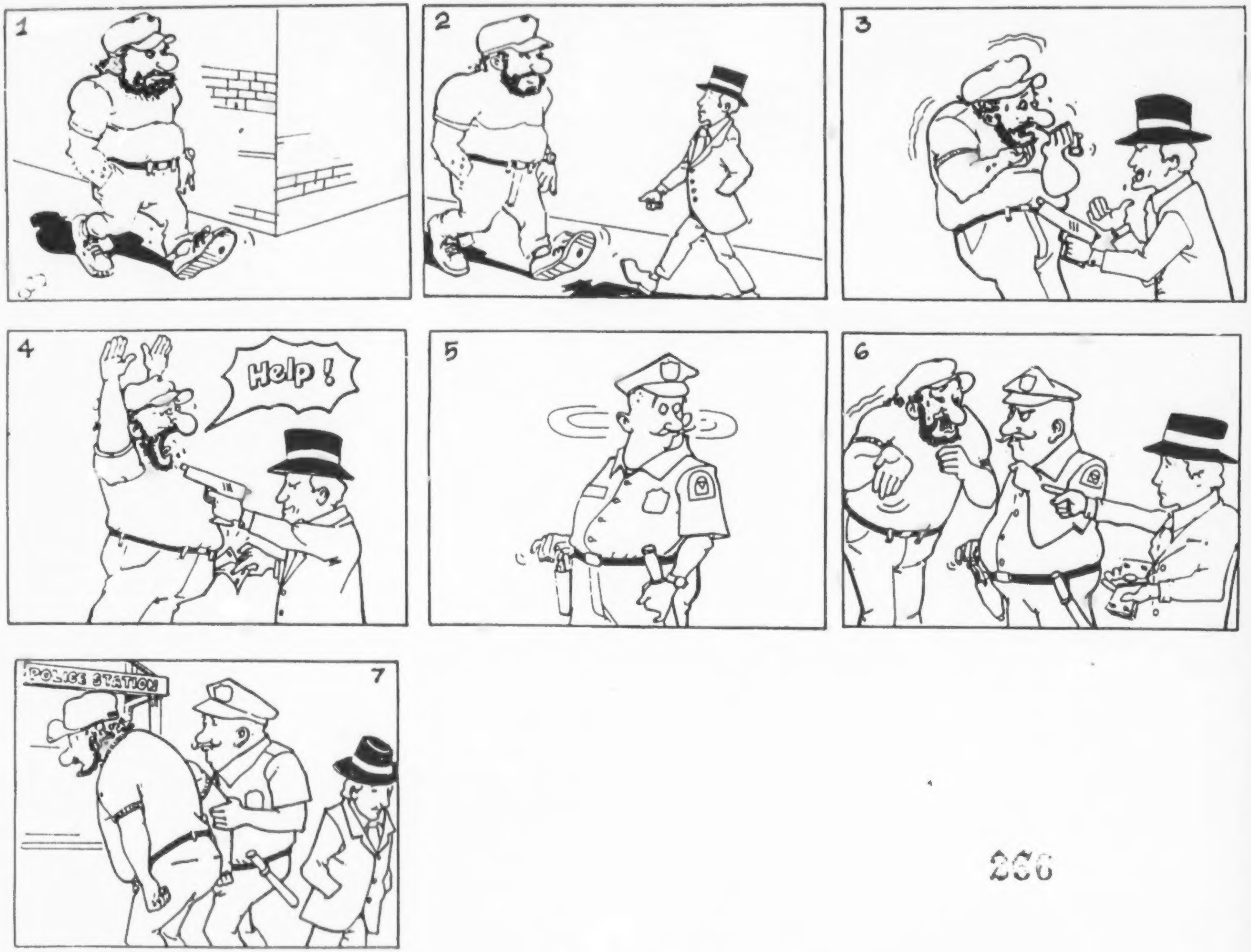
NAME OF MATERIAL : FREE CONVERSATION AND COMPOSITION THROUGH CARTOONS

CONTRIBUTOR : Compiled and fieldtested by Helen Aguilar

DESCRIPTION : The cartoon stories are in booklet form, each page containing one frame. The last page has the complete sequence of cartoons. The cartoon stories have no captions and the booklet has no title, so the students are free to create their own. Each cartoon story corresponds to one or more topics in the curriculum.

RATIONALE : Cartoon stories are humorous and interesting. They allow students to use their knowledge to express feelings and reactions as they interpret what they see. By sharing ideas, helping each other and dramatizing situations, students expand and manipulate the language structures and vocabulary they already know. Cartoon stories encourage a comfortable, relaxed atmosphere and build students' confidence.

WHERE AVAILABLE : IMS Materials Library



SUGGESTED TEACHING STRATEGY:

Distribute the cartoon story to each student.

Give enough time for the students to look at each picture frame.

Check students' understanding of the story sequence by asking: Where's picture # 1, picture # 2, etc.?

Ask, "What can you see in picture # 1?" To be more specific, point to the objects and actions in each picture and ask students to identify them.

For each answer, write the key words on the board in column form. If students just point or give actions, supply the needed vocabulary and add them to the list on the board. This gives the students useful notes when they talk about the pictures. You may want to focus on the nouns first, then the verbs and then the adjectives.

The students read the vocabulary words on the board.

Direct the students to the pictures again and ask volunteers to say something about them. Guide them by pointing to the objects or actions in the cartoons and by pointing to words on the board. Do this for all the cartoons in the story.

Ask volunteers to tell the story using the pictures and words on the board as cues.

Asks volunteers to tell the story again but without using the pictures or words on the board as cues.

Students then work in pairs. Student A tells the story to student B and vice versa. As they check each other's stories by looking at the key -words and pictures, circulate among them, supplying words or explanations as needed.

. Ask several students to tell the story to the whole class.

Assessment:

Students write the story individually.

Collect and shuffle the papers. A paper is chosen at random and its author reads the story to the class.

As students read the story, interrupt to ask comprehension questions of the class or the writer.

Prepared by:
Helen Aguilar

UNIT : TIME

NAME OF MATERIAL : FREE CONVERSATION AND COMPOSITION THROUGH CARTOONS

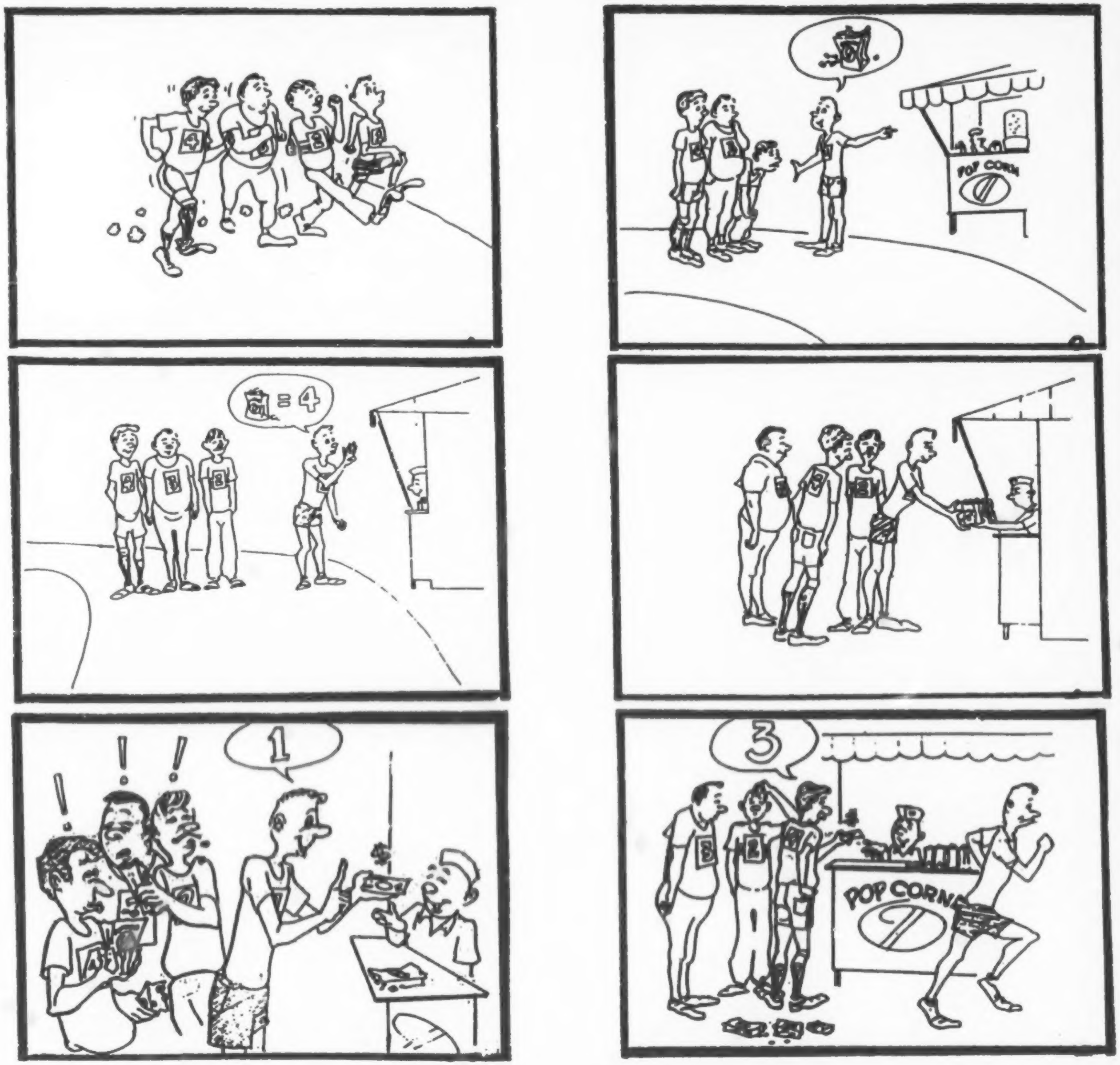
CONTRIBUTOR : Compiled and fieldtested by Helen Aguilar

DESCRIPTION : The cartoon stories are in booklet form, each page containing one frame. The last page has the complete sequence of cartoons. The cartoon stories have no captions and the booklet has no title, so the students are free to create their own. Each cartoon story corresponds to one or more topics in the curriculum.

RATIONALE : Cartoon stories are humorous and interesting. They allow students to use their knowledge to express feelings and reactions as they interpret what they see. By sharing ideas, helping each other and dramatizing situations, students expand and manipulate the language structures and vocabulary they already know. Cartoon stories encourage a comfortable, relaxed atmosphere and build students' confidence.

WHERE AVAILABLE : IMS Materials Library

SUGGESTED TEACHING STRATEGY : See the strategy under Personal Information.



UNIT : TIME

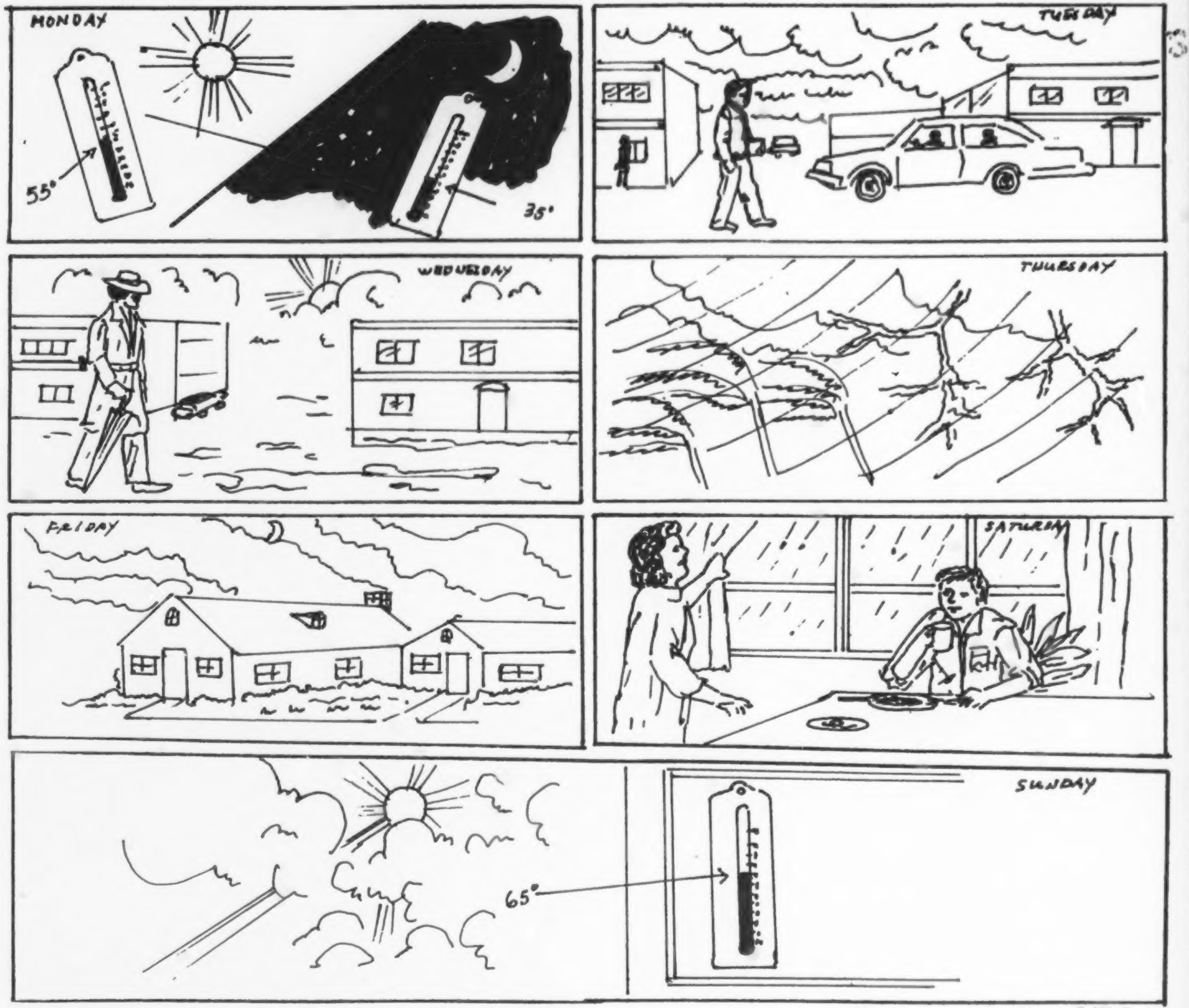
NAME OF MATERIAL : WEATHER FORECAST

CONTRIBUTOR : Srisuda Walsh

DESCRIPTION : An audio-tape of a weather forecast, with 8 supporting illustrations.

RATIONALE : A lot of things depend on the weather: going to work or school in the proper attire and with the proper paraphernalia, doing yard work, going on a picnic, even hanging clothes out to dry. It pays to understand what's being said on weather forecasts.

WHERE AVAILABLE : IMS Materials Library


MONDAY
55°
35°
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
SUNDAY
65°

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SUGGESTED TEACHING STRATEGY:

Talk about the day's weather. Compare it with the previous day's. Present the situation of a family planning a picnic for Sunday. It's already Saturday and the family is making last-minute preparations, but they're not sure what the weather conditions will be like the following day. What should they do?

Relate this discussion to the taped story. Let the students listen to the tape while looking at the visuals. Ask them what they remember. Write their responses on the board under the relevant pictures. Play the tape as many times as the students request, encouraging them to add to or delete from the language on the board.

Ask the students, individually or in groups, to write the whole story, using the visuals, the language on the board, and repeated playing of the tape as cues.

Prepared by:
Liza Revita

UNIT : LOCATIONS

NAME OF MATERIAL : FREE CONVERSATION AND COMPOSITION THROUGH CARTOONS

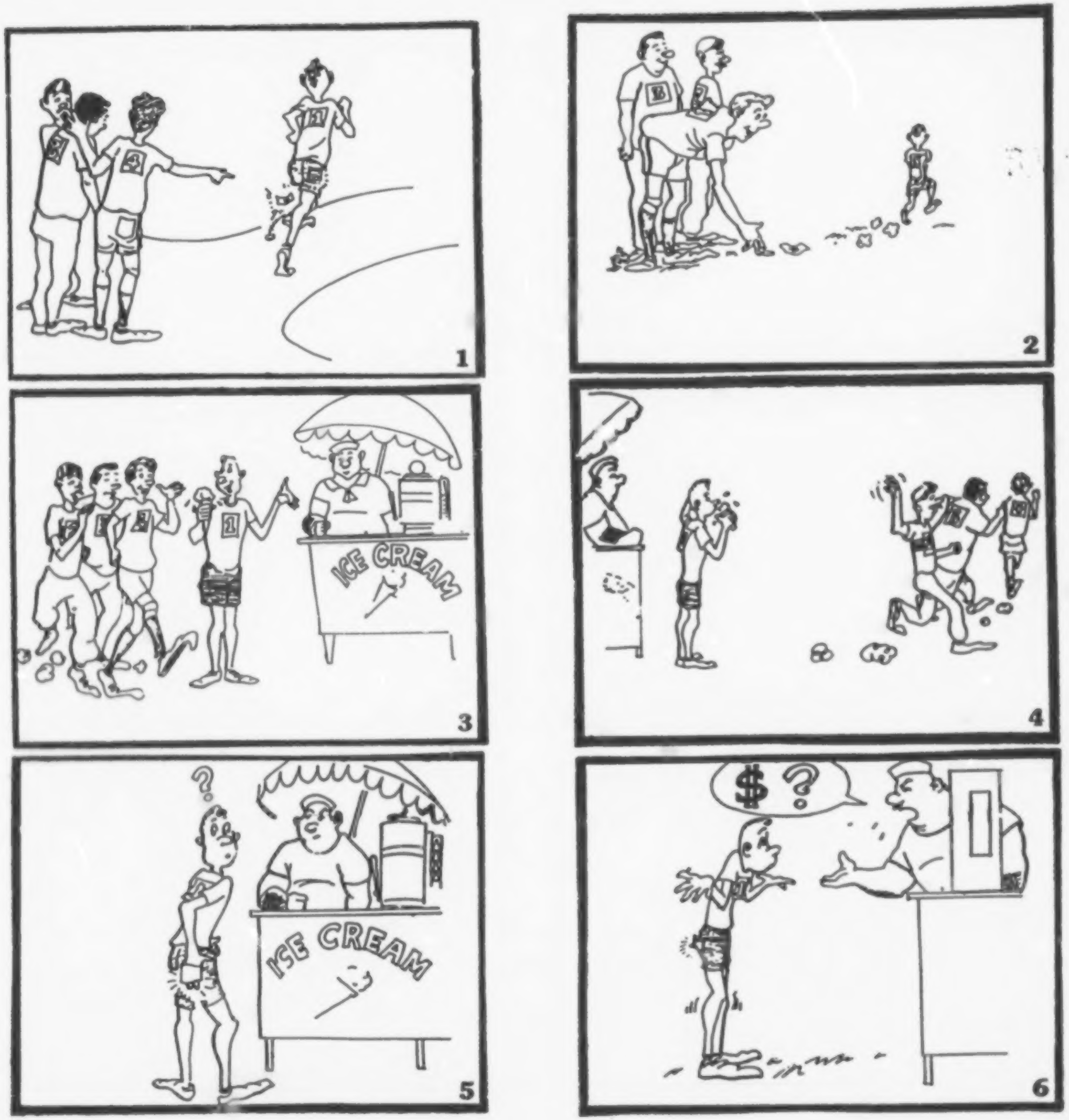
CONTRIBUTOR : Compiled and fieldtested by Helen Aguilar

DESCRIPTION : The cartoon stories are in booklet form, each page containing one frame. The last page has the complete sequence of cartoons. The cartoon stories have no captions and the booklet has no title, so the students are free to create their own. Each cartoon story corresponds to one or more topics in the curriculum.

RATIONALE : Cartoon stories are humorous and interesting. They allow students to use their knowledge to express feelings and reactions as they interpret what they see. By sharing ideas, helping each other and dramatizing situations, students expand and manipulate the language structures and vocabulary they already know. Cartoon stories encourage a comfortable, relaxed atmosphere and build students' confidence.

WHERE AVAILABLE : IMS Materials Library

SUGGESTED TEACHING STRATEGY : See the strategy under Personal Information.



UNIT : SHOPPING

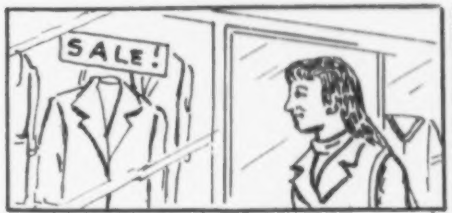
NAME OF MATERIAL : SHOPPING AT A DEPARTMENT STORE

CONTRIBUTOR : Jess Mercado
Adapted from America In Sight
by Fred Ligon

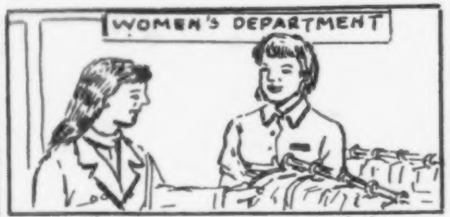
DESCRIPTION : A set of 10 pictures with matching pages of text showing a young Vietnamese woman shopping for a coat in a department store. Encountering a problem with the coat upon coming home, she goes back to the store and exchanges it.

RATIONALE : Most of our students might find it difficult or embarrassing to ask for assistance when buying things in a department store, especially when it entails asking questions. This picture story illustrates what happens when people hesitate to inquire about store facilities (the fitting room, in this case), or when they throw away seemingly unimportant documents like store receipts.

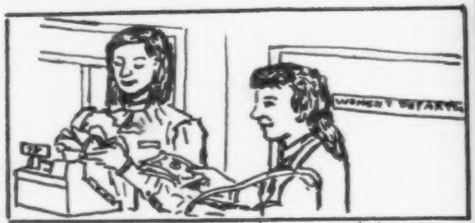
WHERE AVAILABLE : IMS Materials Library



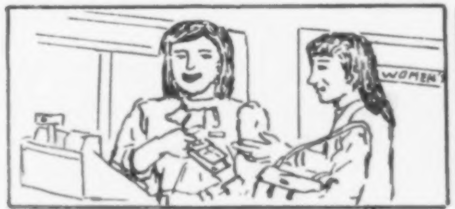
Thuy went to a department store. She saw a coat on sale.



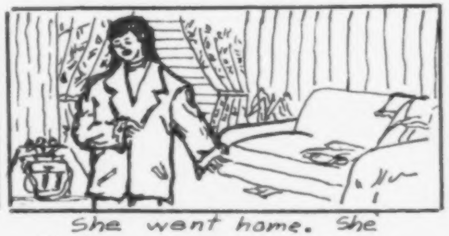
The salesclerk asked, "Can I help you?" She said, "Yes, I want to buy a coat."



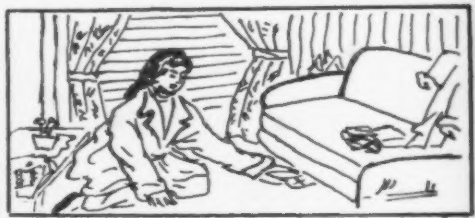
She gave the cashier \$80. The coat was \$75.



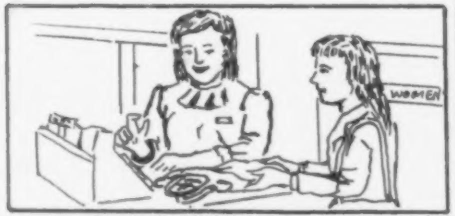
The cashier said, "Here is your receipt and your change."



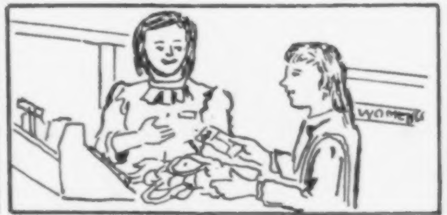
She went home. She tried on the coat. It was too big.



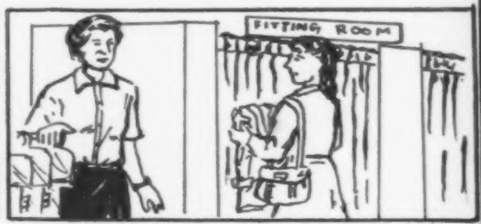
She looked for the receipt. It was under the sofa.



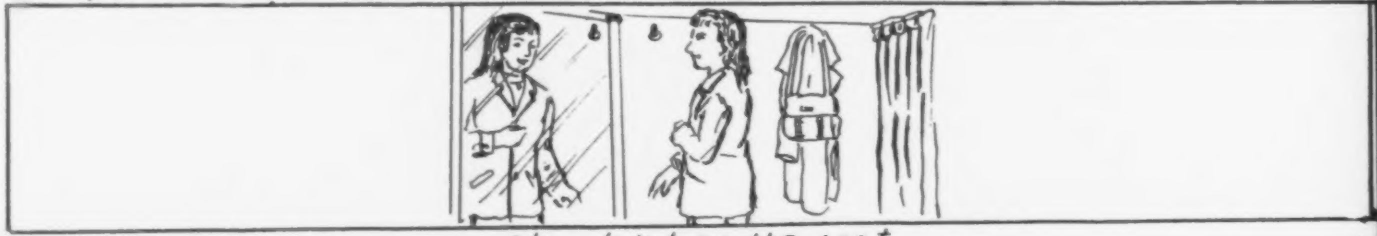
She went back to the department store. She asked, "Can I exchange this? It's too big." The cashier asked, "Do you have the receipt?"



She said, "Yes, here." The cashier said, "O.K."



She took another coat and went to the fitting room.



She tried on the coat. It fit.

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SUGGESTED TEACHING STRATEGY:

A new twist to using picture stories is to introduce the story by starting in the middle. In this particular story, begin with picture # 5 which shows the young woman, Thuy, wearing what is, obviously, a coat that's too big for her. She is, likewise, wearing a sad look on her face. In the background can be seen a shopping bag, her purse and coat, and a tiny slip of paper under the couch.

Let the class study the picture well. Ask why she looks sad and why she's looking at the sleeves of her coat. They may be able to speculate more if they're asked whether the coat looks good on her or not.

Work your way back to picture #1 by asking:

"Where could Thuy have gone before this scene?"
"Why do you think she has a large coat?"
"Did someone give it to her?"

Now gradually build the story to its end:

"What do you think she will do with the coat?"
"Will she give it to her older brother?"
"Will she sell it to her friend who is bigger than her?"

Now that the students have an idea of what could have transpired before and after this scene, distribute the rest of the pictures (cover the numbers written on the back).

Let the students sequence the pictures' using picture #5 as their reference point. After all the pictures have been posted, distribute the ten pages of text, and let them match these with the 10 pictures on the board.

Discuss the pertinent features of the story:

Use the fitting room when necessary.
Keep your receipt even after you've gone home.
Ask .about the store's policy on returning/exchanging merchandise (Some stores don't observe such a policy.)

Prepared by:
Liza Revita

UNIT : TELEPHONE

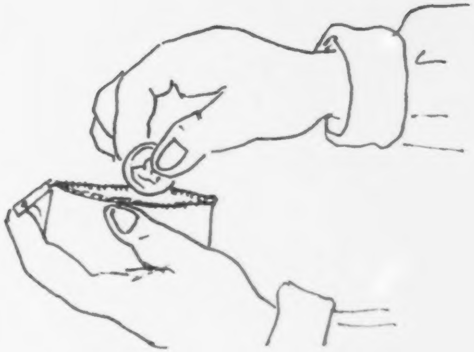
NAME OF MATERIAL : USING THE PAY PHONE

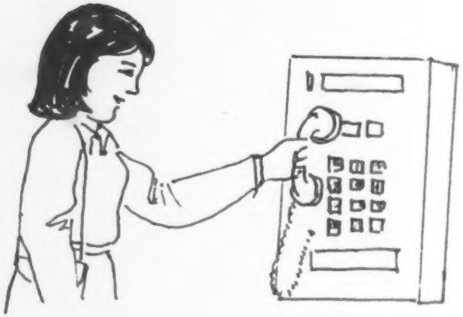
CONTRIBUTOR : Unknown

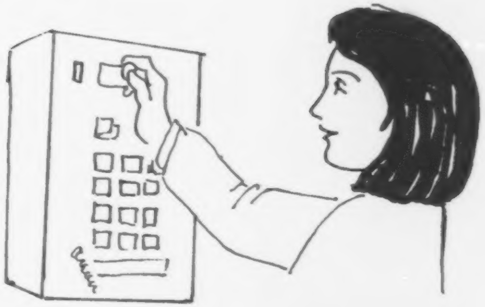
DESCRIPTION : A set of 6 pictures showing a woman making a call using a public pay phone.

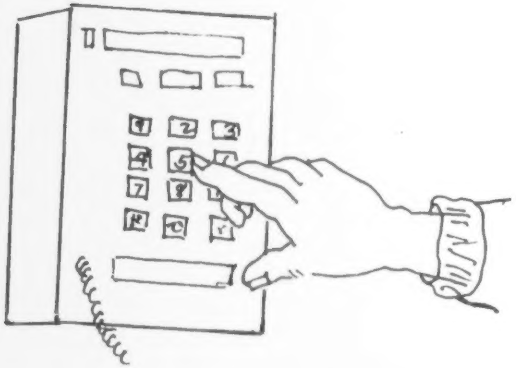
RATIONALE : There are many occasions when our students may need to use a public phone once they are in the U.S. Some students are unsure of how to use a phone, especially if it's a pay phone involving the use of coins. This material illustrates the steps one follows when using a public telephone.

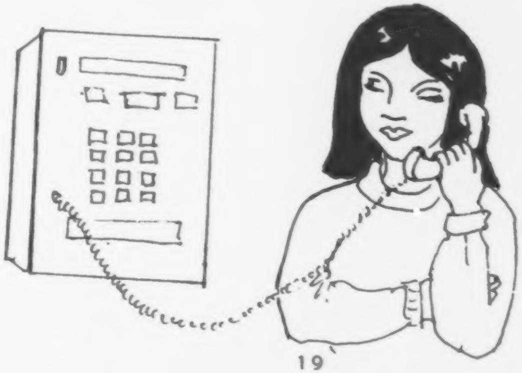
WHERE AVAILABLE: IMS Materials Library

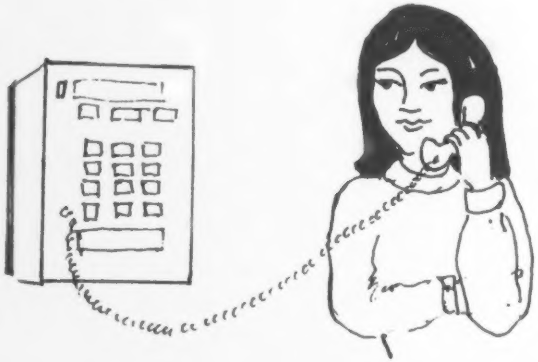












SUGGESTED TEACHING STRATEGY:

Begin by asking the students what they did in Vietnam when they needed to make a call, but didn't have a telephone at home. They may say they went to a neighbor's or friend's house. Take this opportunity to point out that this is not normally done in the U.S. because public pay phones are available in many places.

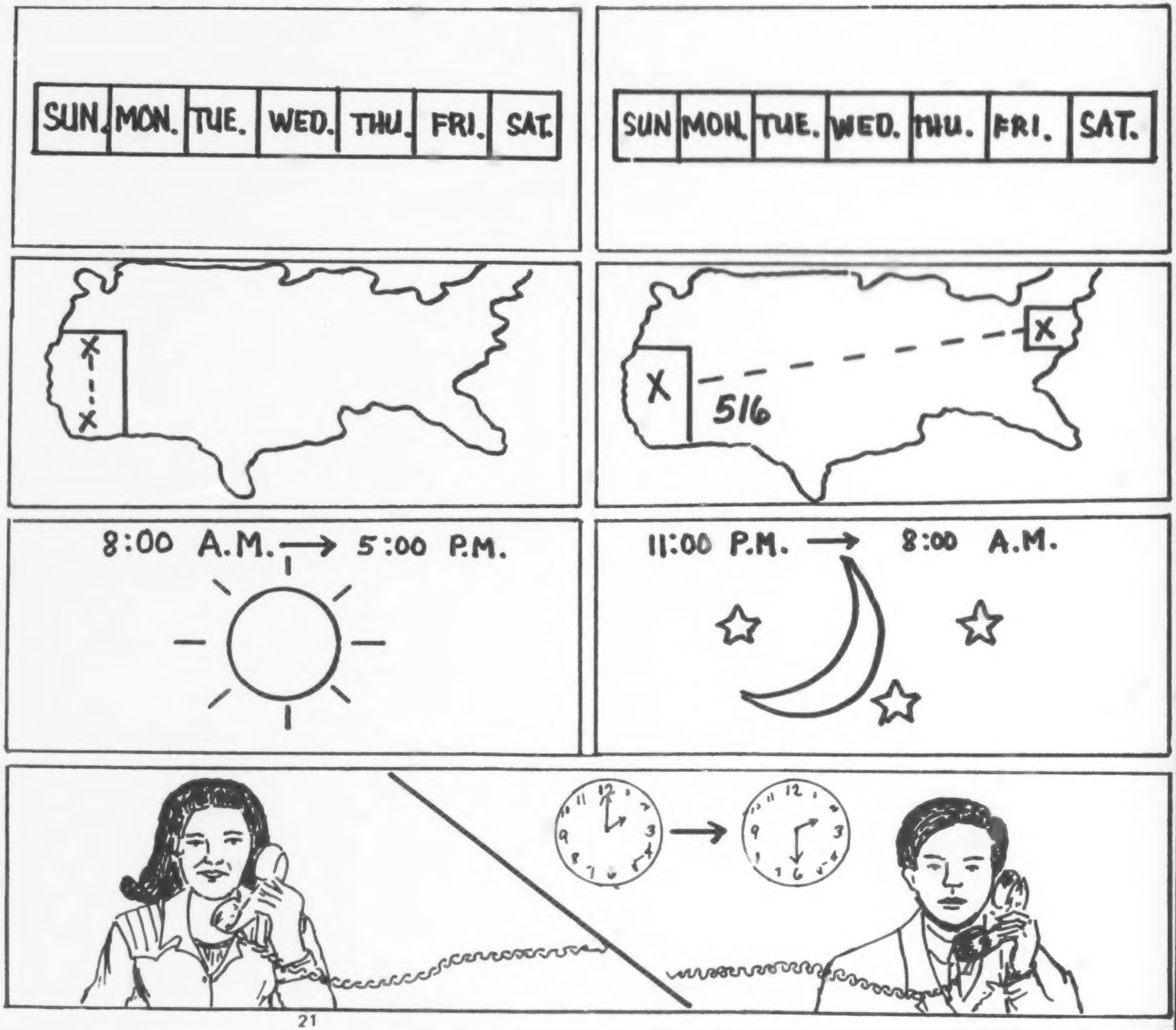
Distribute the six pictures to the students and ask them to arrange them on the board in sequence. You may want to ask them to describe each picture so you know whether they understand what the picture represents.

After the class has finished sequencing the pictures, ask questions like:

What will you do if the other end doesn't answer?
  (Refer students to the 4th picture showing the woman waiting for the other end to answer.)
If you realize that you dialed a wrong number, what can you do?
How long (how many minutes) can you stay on the phone?
How many phone calls can you make with one quarter?
If you forget how to use a pay phone, what can you do?
Where can you often find public pay phones?

Prepared by:
Liza Revita

UNIT	: TELEPHONE
NAME OF MATERIAL	: EXPENSIVE AND DISCOUNT CALLS
CONTRIBUTOR	: Tess Padilla
DESCRIPTION	: A set of 7 pictures showing the following: the days of the week, calls made within the same area code, long-distance calls, daytime calls, evening calls, 5-minute calls, and 30-minute calls.
RATIONALE	: Students will very likely want to call friends and relatives, once in the U.S. Being aware of varying telephone rates will help them plan their calls economically.
WHERE AVAILABLE	: IMS Materials Library


SUN. MON. TUE. WED. THU. FRI. SAT.
SUN MON. TUE. WED. THU. FRI. SAT.
X
X
X
X
516
8:00 A.M. → 5:00 P.M.
11:00 P.M. → 8:00 A.M.

SUGGESTED TEACHING STRATEGY:

Ask the class what these visuals mean. Explain, if necessary. Give the visuals to various individuals in the class. On one column of the board, write a + sign to stand for expensive calls and on the other, a - sign for discount calls.

Each student should post his/her visual in one of these columns. After all visuals have been posted, ask for feedback from the class. If they think something's wrong, let them change the position of the visuals. Ask them why they think such calls are expensive or cheap.

Wrap up the activity by letting the students describe the factors that determine long-distance rates:

1. time of the day
2. distance
3. day of the week
4. length of the phone call

Prepared by:
Tess Padilla

UNIT : TELEPHONE

NAME OF MATERIAL : TELEPHONE MESSAGE

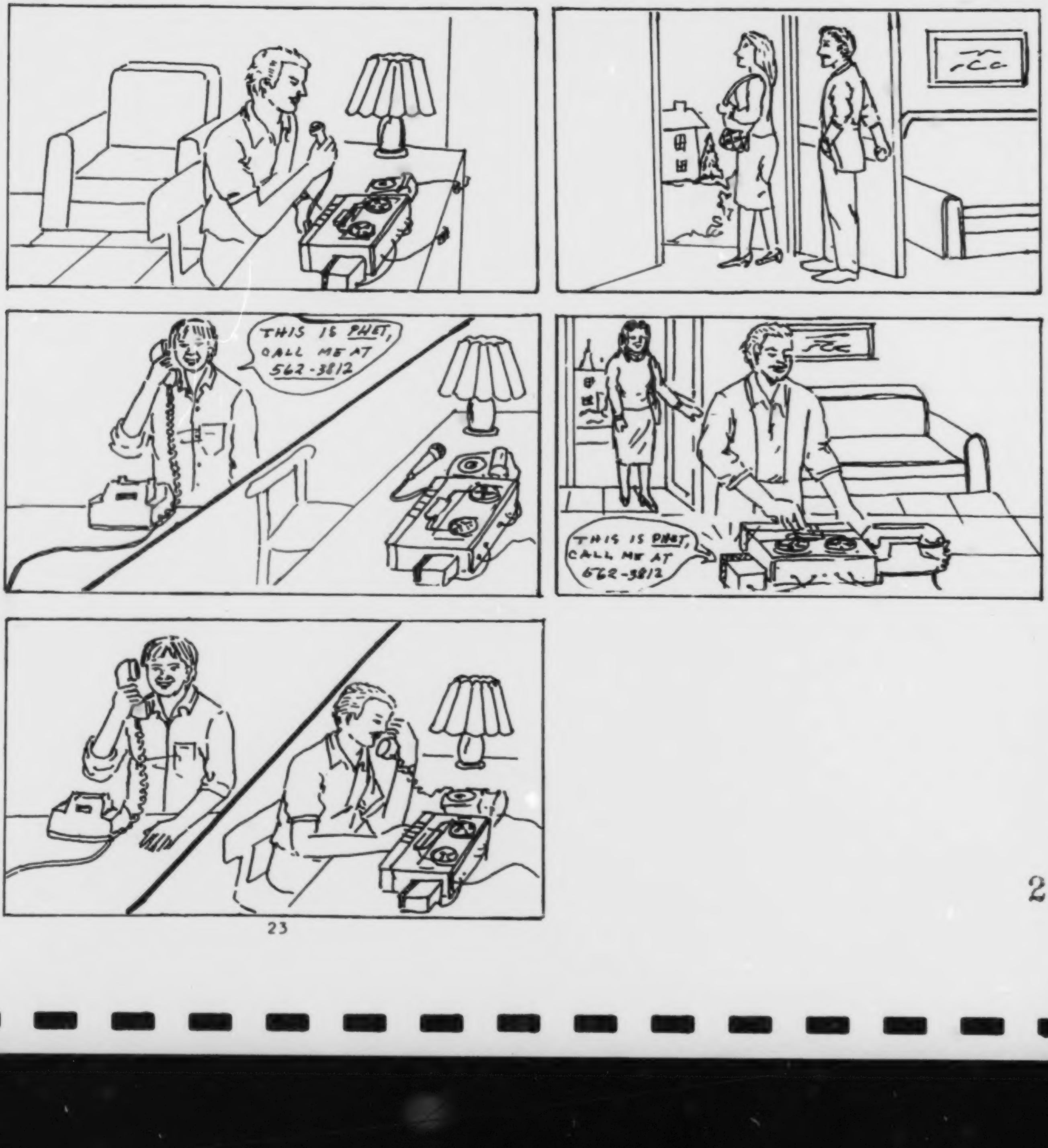
CONTRIBUTOR : Srisuda Walsh

DESCRIPTION : An audiotape with 5 visuals, about leaving telephone messages on an answering machine.

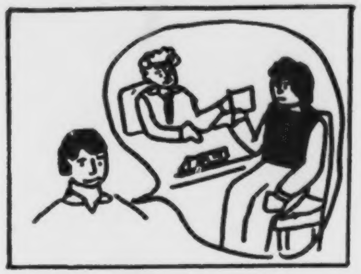
RATIONALE : Answering machines can be found in many homes and offices. Students will undoubtedly need to leave messages on answering machines, once they're in the U.S.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

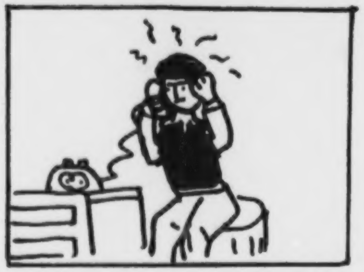
SUGGESTED TEACHING STRATEGY : See the strategy for "Weather Forecast."


THIS IS PHET, CALL ME AT 562-3812
THIS IS PHET, CALL ME AT 662-3812

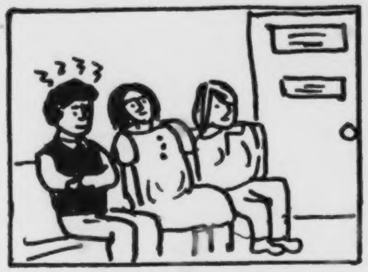
UNIT	: HEALTH
NAME OF MATERIAL	: NO MORE HEADACHE
CONTRIBUTOR	: Noel C. Icatlo and Richard Cleveland
DESCRIPTION	: A taped song-story with accompanying illustrations and text.
RATIONALE	: Songs are a strong motivational device in getting students to feel, think, and interact. They effectively foster a relaxed atmosphere and a lively, positive mood in the classroom. They also serve as an interesting technique to introduce new words and structures. The songs' melody serves as a built-in device that helps students recall the text. The visuals, the text,and the taped-song story are mutually interactive materials that open many possibilities for teachers and students in their dealing with the content.
WHERE AVAILABLE	: IMS Materials Library Learning Resource Centers



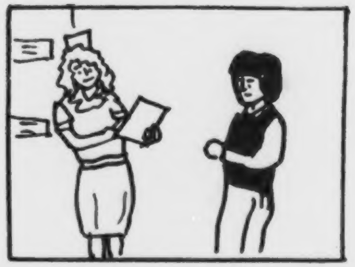
I went to the doctor last week. I felt sick.



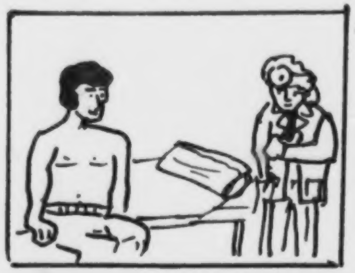
I made an appointment about my headache.



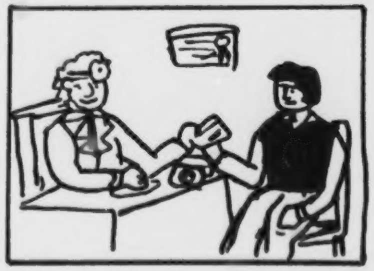
I went to the waiting room.



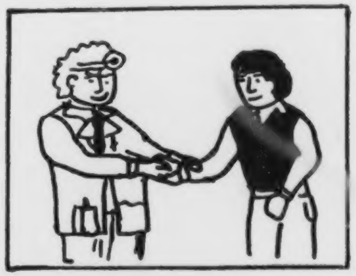
I talked to the nurse.



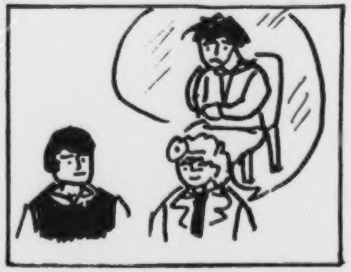
Then I saw the doctor. He gave me advice.



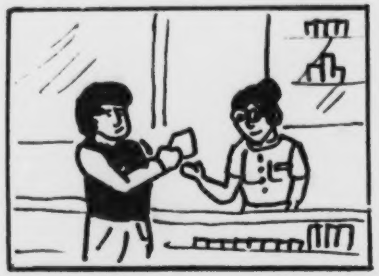
I got a prescription for some medicine.



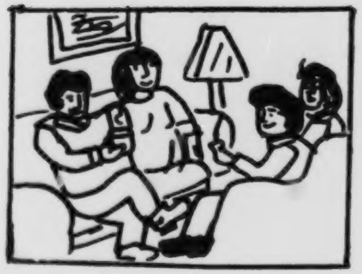
The doctor then told me that I would be fine.



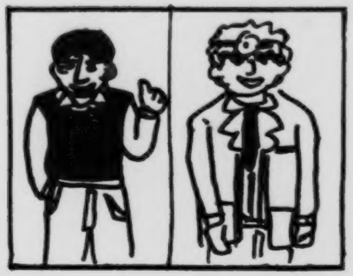
He said," Do not worry or sit all alone."



I went to the pharmacy before I went home.



Now I'm feeling better.
My headache is gone.



I have a good doctor and
nothing is wrong.

UNIT : EMPLOYMENT: FINDING A JOB

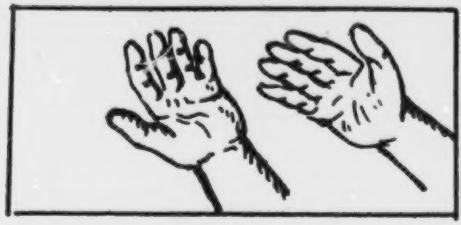
NAME OF MATERIAL : HANDS OF A WORKING MAN

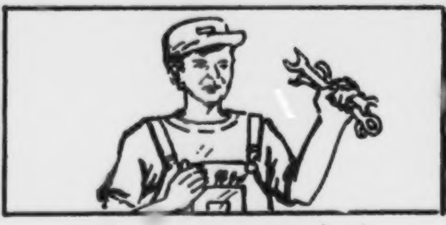
CONTRIBUTOR : Noel C. Icatlo and Richard Cleveland

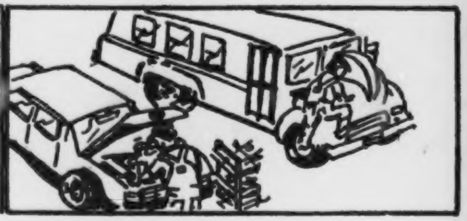
DESCRIPTION : Taped song-story with accompanying illustrations and text.

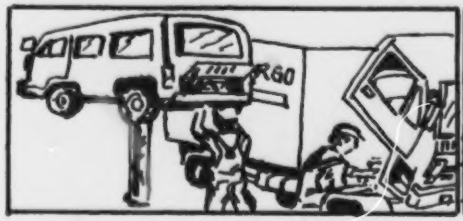
RATIONALE : Songs are a strong motivational device in getting students to feel, think, and interact. When used effectively, songs foster a relaxed atmosphere and a lively, positive mood in the classroom. They also serve as an interesting technique to introduce new words and structures. The songs' melody serves as a built-in device that helps students recall the text. The visuals, the text, and the taped-song story are mutually interactive materials that open many possibilities for teachers and students in their dealing with the content.

WHERE AVAILABLE : IMS Materials Library, Learning Resource Center

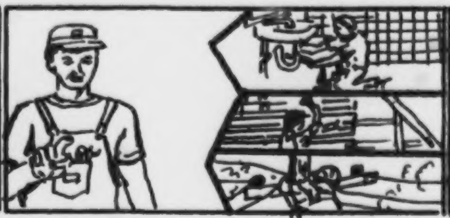

These are the hands of a working man,

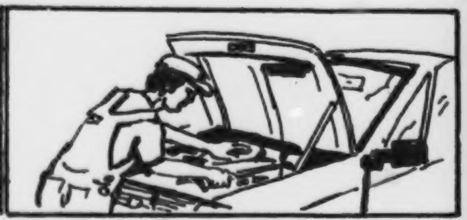

and I am proud of what I am.

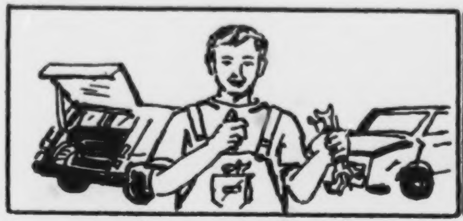

I fix your cars and buses,

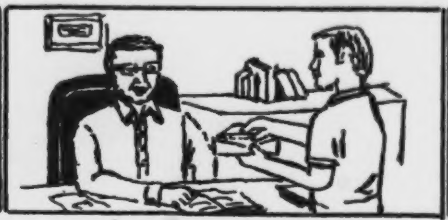


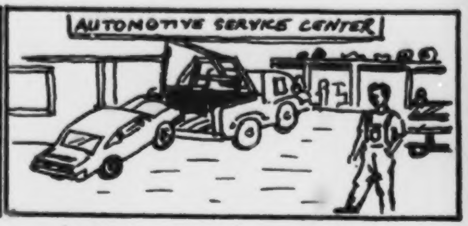
your trucks and your vans.


you do what you know how to do,

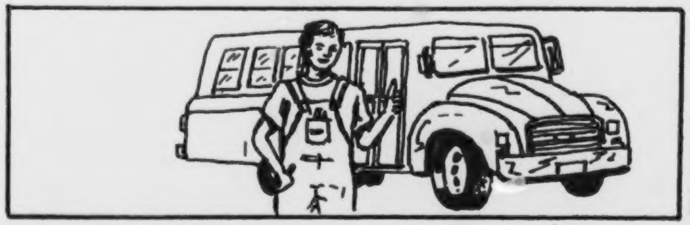

and I do what I can.

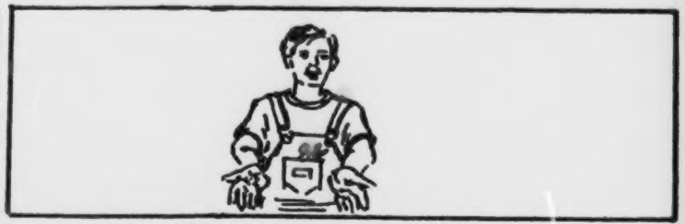

I do a good job,


and I get a good salary,



because people can't go anywhere without people like me.


yes, I'm a mechanic, that's what I am,


and these are the hands of a working man.

UNIT : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

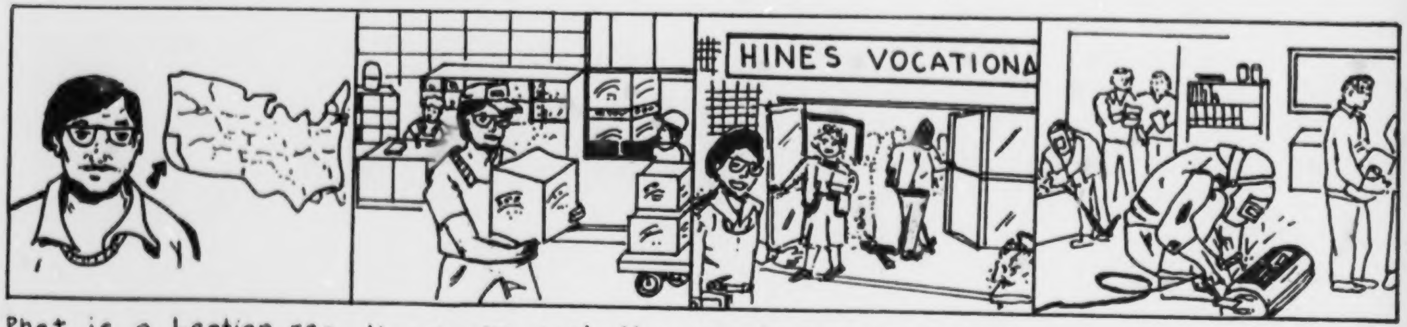
NAME OF MATERIAL : PHET'S STORY

CONTRIBUTOR : Richard Cleveland

DESCRIPTION : A set of seven pictures with accompanying text, depicting the dilemma that a Laotian refugee, Phet, faces.

RATIONALE : Language learners use reading and writing strategies to learn, explore, and expand their world. Visuals depicting real-life dilemmas for refugees provide excellent material for class discussion.

WHERE AVAILABLE : IMS Materials Library

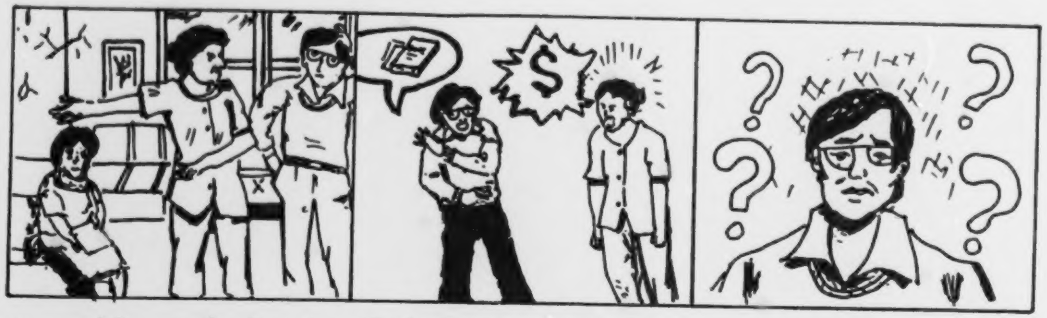


Phet is a Laotian refugee in the U.S.. He has been in the United States for only six months.

He works part-time.

and goes to school part time.

He studies welding.



His wife wants him to work full-time, so they will have more money to take care of the family.

But Phet wants to continue studying, so that he can earn more money later.

What do you think he should do? Why?

BEST COPY AVAILABLE

SUGGESTED TEACHING STRATEGY:

Post the seven pictures on the board with the corresponding pages of text.

Let the students read the whole story.

After they read the story, ask the students to retell it in their own words, using the text for reference.

For assessment purposes, ask the students to:

Role-play.
Write a dialogue using bubbles.
Have students discuss the following question, or write about it, individually or in groups.

"If you were Phet, what would you do? Why?"

Prepared by:
Mayet Amular

UNIT : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

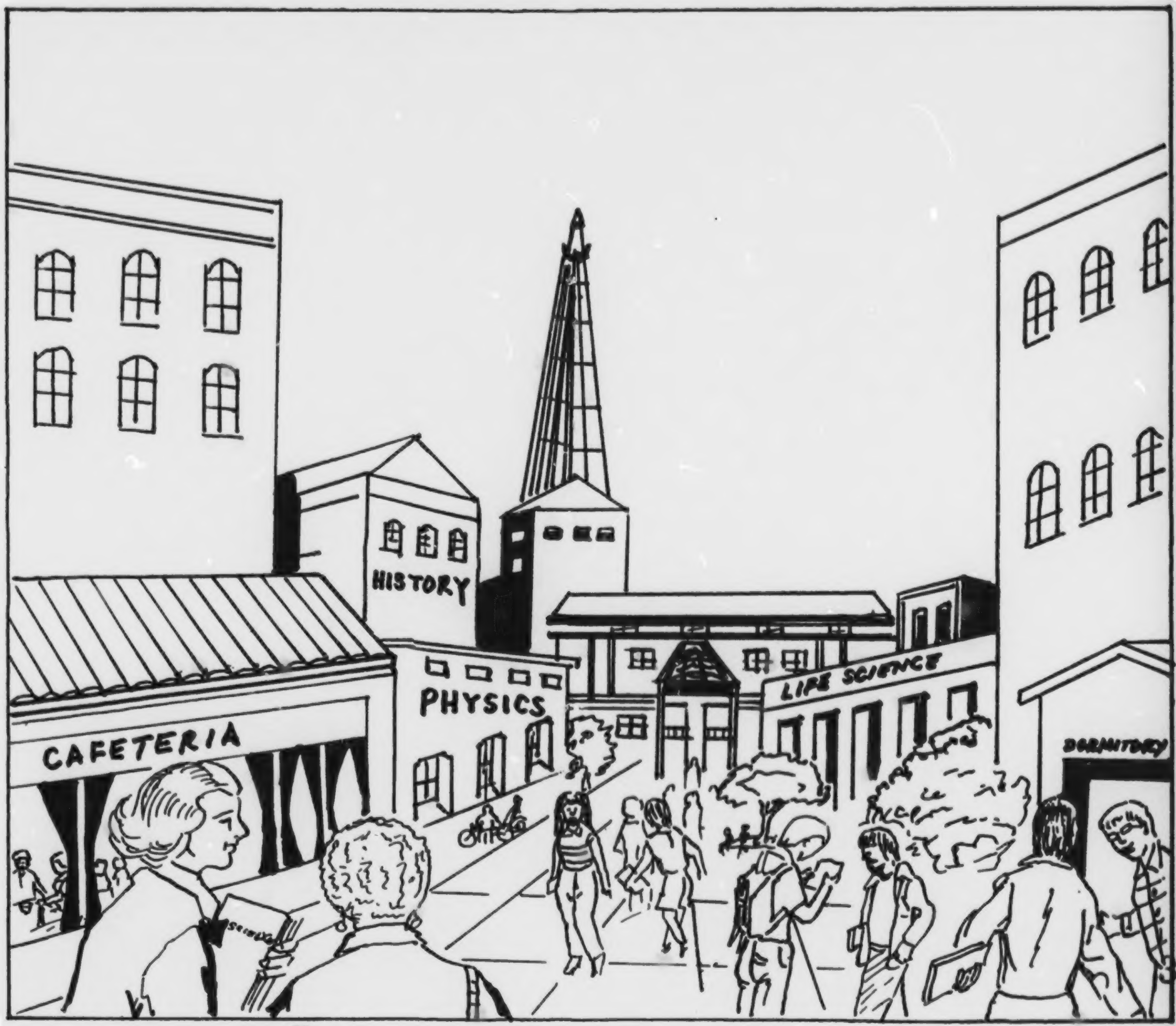
NAME OF MATERIAL : UNIVERSITY

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A 1/2-cartolina size illustration of a university courtyard with a view of the different colleges and landmarks commonly found on a university campus.

RATIONALE : Some of our students may eventually enter a university or college. It would be beneficial for them to talk about their plans for their education once they get resettled.

WHERE AVAILABLE : IMS Materials Library


HISTORY
PHYSICS
LIFE SCIENCE
CAFETERIA
DORMITORY
SCIENCE

SUGGESTED TEACHING STRATEGY:

Ask the students what their immediate plans for themselves are when they get to the U.S.: Is it to study or to find a job? If it's school, would it be full-time high school, university studies or vocational courses? How would they get information on admission to schools, and, once admitted, what subjects would they want to enroll in?

Let the students describe the university system in Vietnam. What courses are usually offered? What is the average length of time a student spends in college? Are the universities private or public?

Other Relevant Materials:

"Stand and Deliver," a video at the Learning Resource Centers, for a glimpse of an American high school.
Vocational School poster, at the IMS Materials Library.

Prepared by:
Liza Revita

UNIT : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

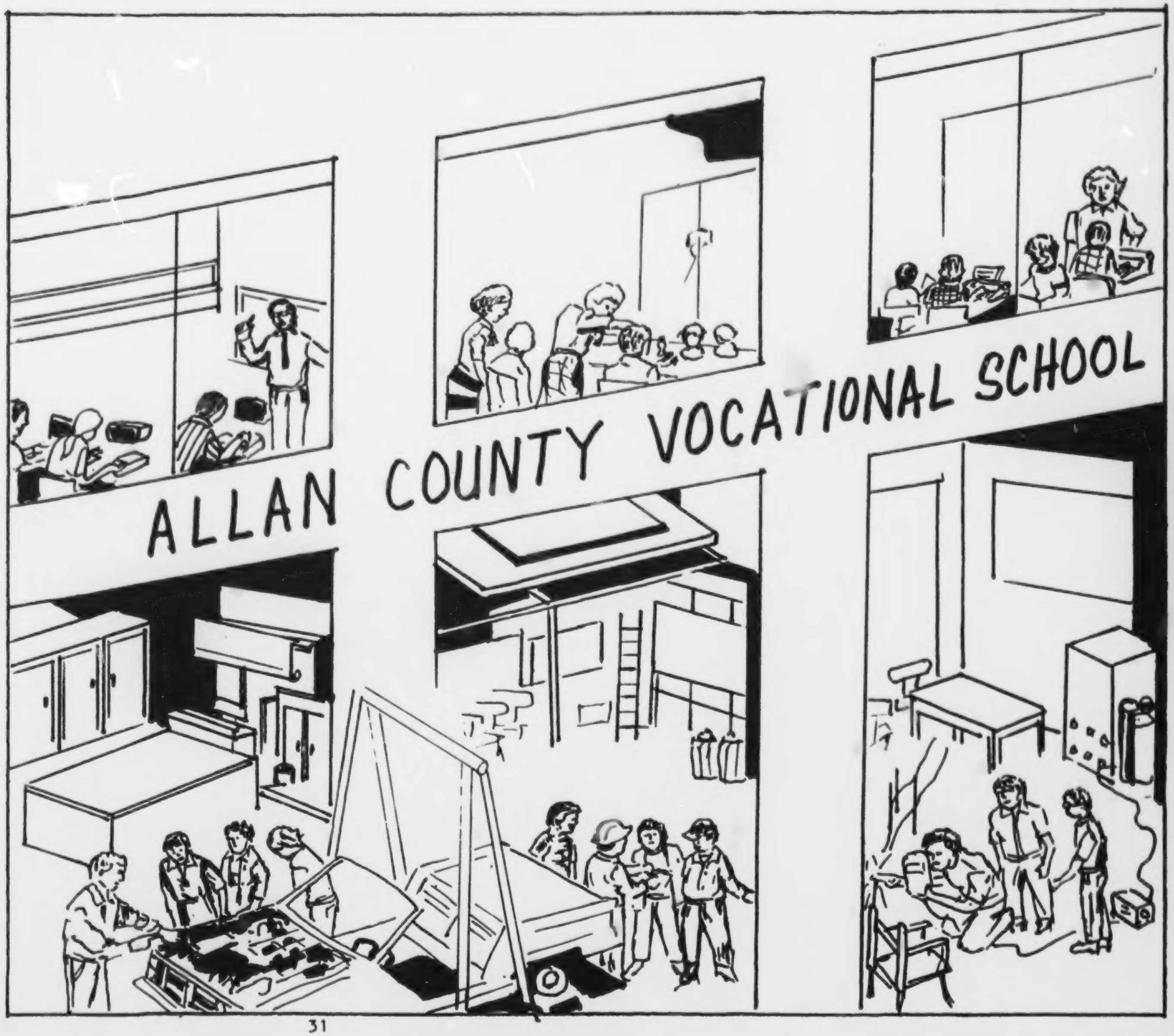
NAME OF MATERIAL : VOCATIONAL SCHOOL

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A 1/2-cartolina size illustration of a vocational school showing the classrooms and the courses it offers.

RATIONALE : Not all of our young adult students will attend a high school or university in the U.S. Some of them will go to vocational schools, such as the one shown here. This material might give them an idea as to what course to take or which courses are related to skills they already have, and will familiarize them with the language they need to explore their options.

WHERE AVAILABLE : IMS Materials Library



SUGGESTED TEACHING STRATEGY:

Show the poster to the class. Ask them the following questions:

What kind of school is this?
Is it the same as the school they go to in PRPC?
(Here the students might say yes, referring to the Baptist and WCEP schools.)
What courses are offered in this vocational school?
Who usually enrolls in vocational school?
If you want to go to vocational school, how can you find information regarding enrollment?

These questions and answers generate language that's both meaningful and relevant to decisions students will be making in the U.S.

Prepared by:
Liza Revita

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UNIT : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

NAME OF MATERIAL : JOBS FOR YOUNG ADULTS

CONTRIBUTOR : Young Adult Curriculum Committee

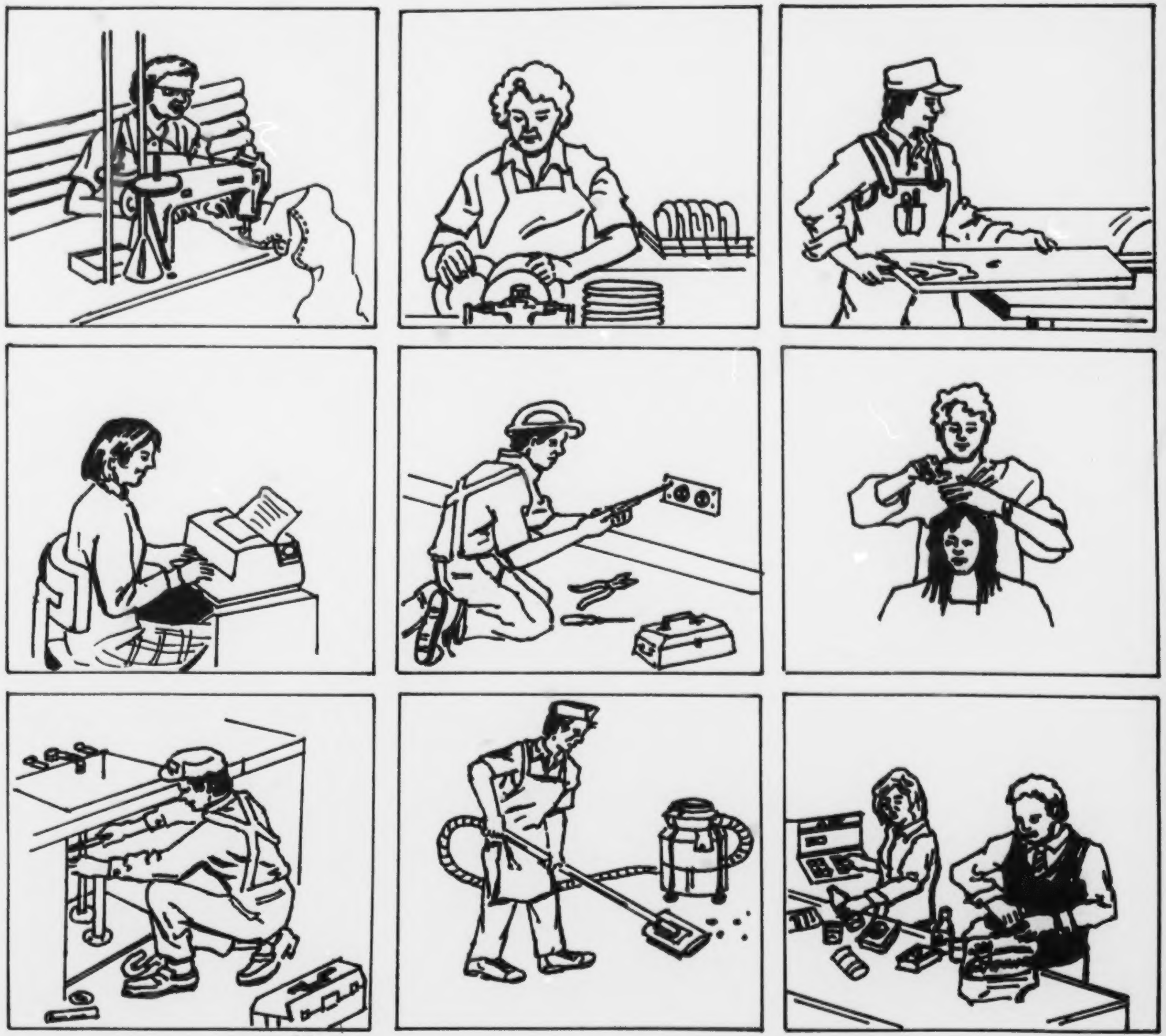
DESCRIPTION : A set of 18 visuals showing the following jobs:

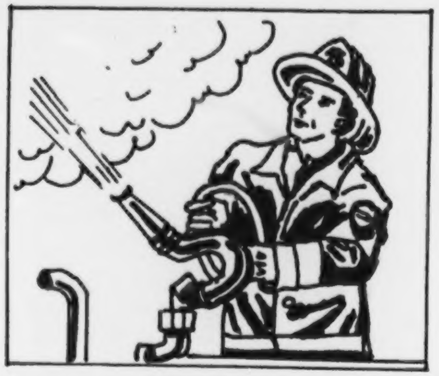
seamstress
dishwasher
carpenter
typist
electrician
hairdresser
plumber
janitor
bagboy
fireman
waiter
cook
mechanic
goldsmith
welder
policeman
gardener
barber

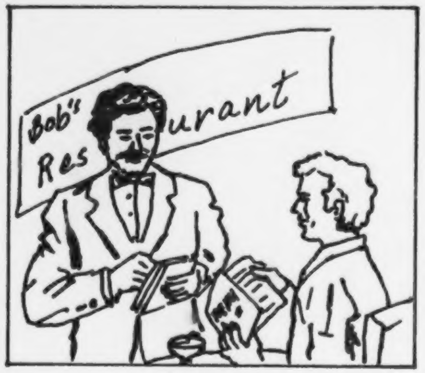
RATIONALE : Some of our young adult students have skills that can help them land jobs similar to the ones found in this material, such as cutting hair, fixing cars, welding, etc. They may want to acquire other skills, such as fixing water pipes, typing, driving, sewing clothes, etc. The language for exploring their options is developed through the use of this material.

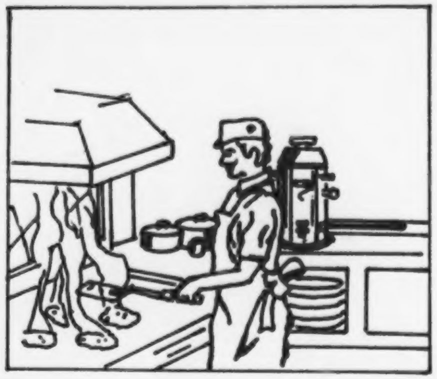
WHERE AVAILABLE : IMS Materials Library

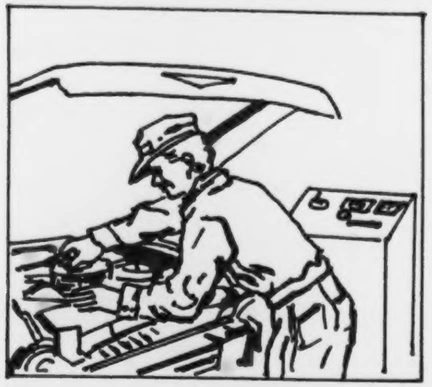
09

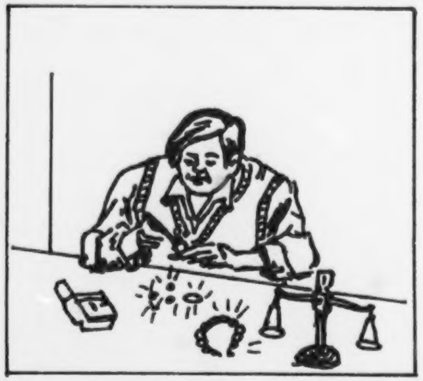


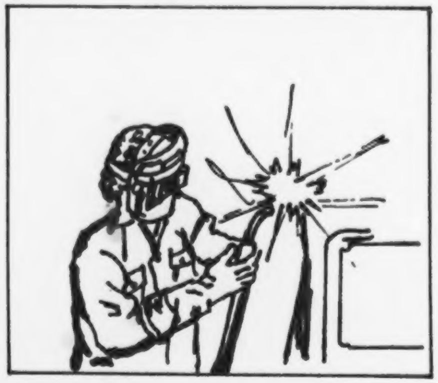


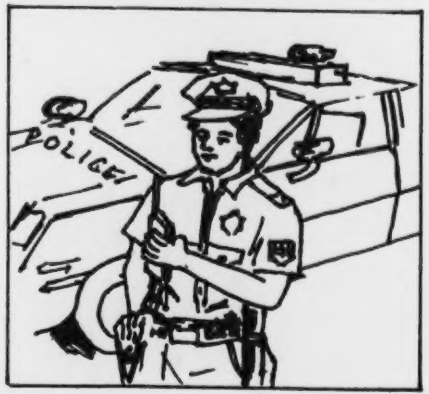

Bob's
Res
urant

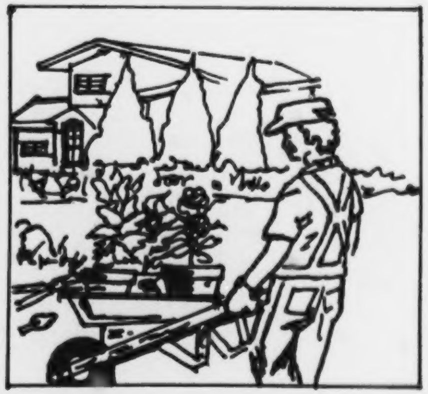


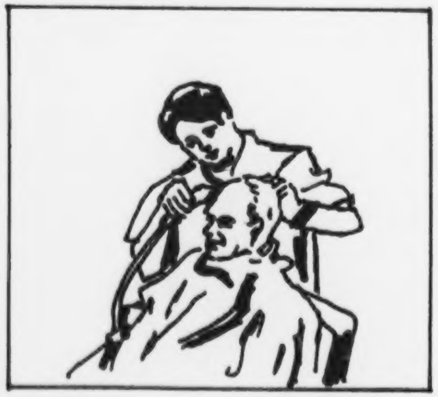












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SUGGESTED TEACHING STRATEGY:

Show the visuals one at a time. Let the students describe the duties, e.g. "He cuts hair." Then have students identify the job, e.g. "He is a barber." Supply vocabulary when necessary. Ask where each works, e.g. "He works in the barbershop."

After all the jobs have been identified, let the students analyze each by asking them the following questions, or others of your choice:

Is this an indoor or an outdoor job?
Does this job require a lot of training?
How about supervision?
Aside from the ability to speak English, what other skills are needed for this job?
What tools and equipment are needed for this job?
Does this job require a lot of contact with people?

Finally, let the students state their own job preferences, taking into consideration the following:

1. their skills
2. their education and training
3. their work experience

Prepared by:
Liza Revita

UNIT : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

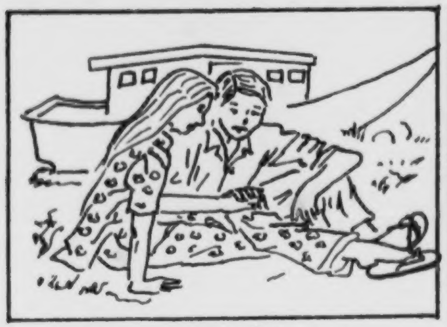
NAME OF MATERIAL : LANH AND MINH

CONTRIBUTOR : Jessie Ponce

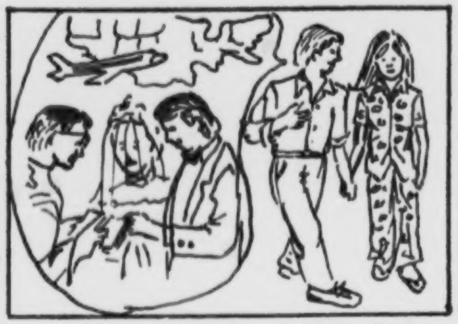
DESCRIPTION : Illustrated story with separate text pages.

RATIONALE : Open ended stories give students the opportunity to evaluate choices and make decisions.

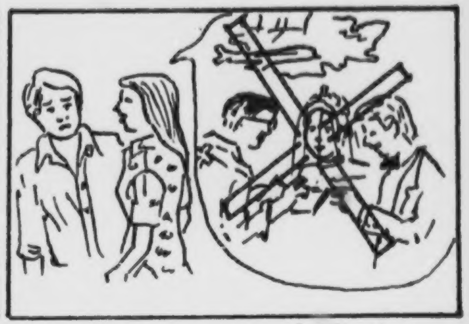
WHERE AVAILABLE : IMS Materials Library, Learning Resource Centers



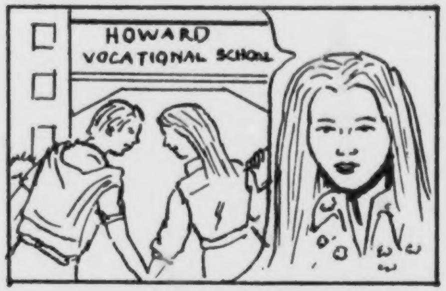
Lan and Minh are sweethearts.



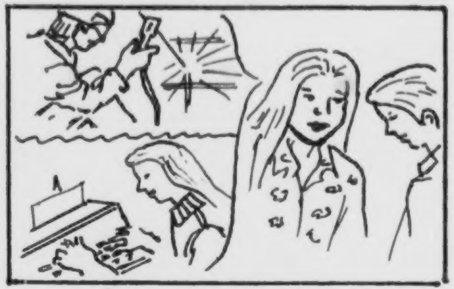
Minh wants to marry Lan as soon as they get to the U.S.



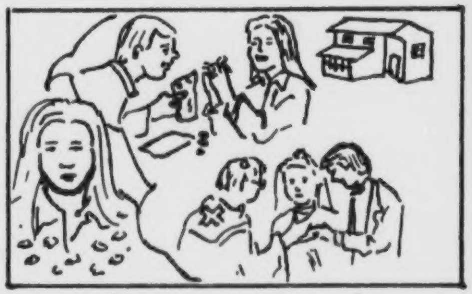
But Lan says that they are not ready yet.



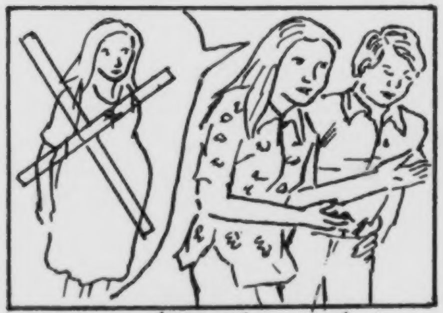
She thinks that first, they should improve their English and finish their education.



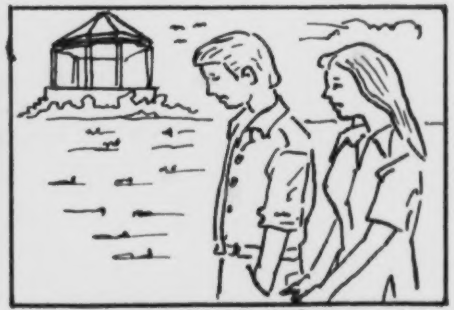
Then, they should find jobs...



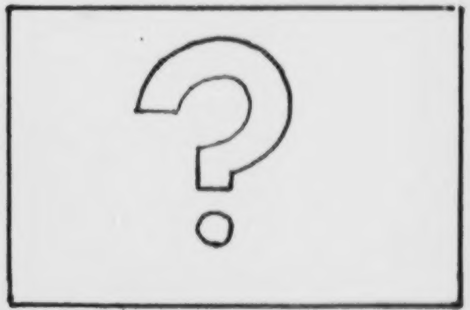
and save money for their house and wedding.



She doesn't want to have a baby too soon.



But Minh thinks that these things are not important. He is sad because Lan does not want to marry him right away.



what should Minh and Lan do? why?

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SUGGESTED TEACHING STRATEGY:

There are number of ways in which this material can be presented:

Present the visual with the text and discuss through questions and answers. Then debate on the solutions to the problem.

Present the visuals and allow students to provide the text according to their own interpretations.

Present the text. Let the students select which picture matches the text and have students justify their choices.

Present the visuals and let the students write the text based on their own interpretations.

Assessment:

Let each student present his/her own version of the story in text form, and have the other students ask questions. The students could give their solutions to the problem and justify their conclusions.

Prepared by:
Mayet Amular

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UNIT. : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

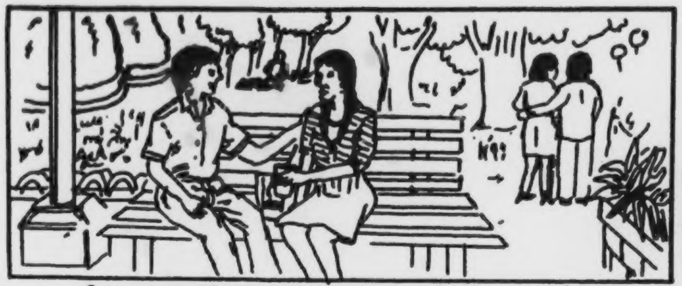
NAME OF MATERIAL : BOUN AND KHAMSING

CONTRIBUTOR : Marily Sasota

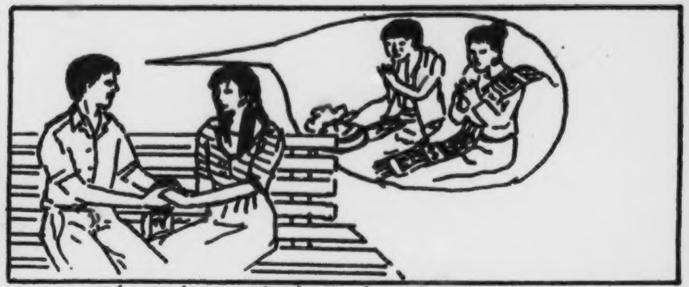
DESCRIPTION : A set of 10 pictures and accompanying text depicting a problem encountered by a pair of young Laotian lovers.

RATIONALE : Laotian marriage customs are a lot different from those practiced in most Western countries. This poses a big problem for couples who have contrasting views of marriage, especially if one of them is bent on pursuing higher education and, eventually, a career. Our young adult students need to know that they, too, might encounter such a problem, and that it would be best for them to be equipped with the decision-making skills needed to solve it. A lot of language is generated through the use of this material.

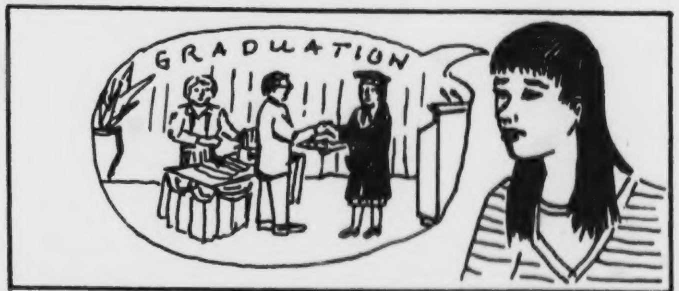
WHERE AVAILABLE : IMS Materials Library



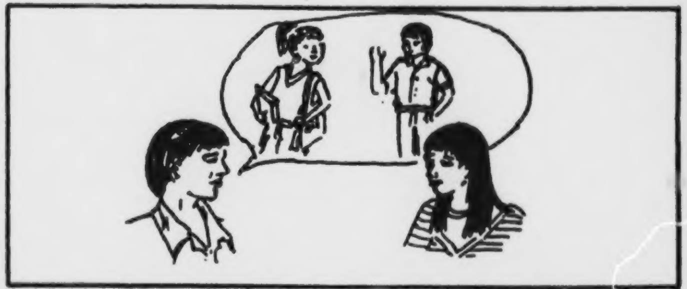
Boun and Khamsing are both Laotians. They are sweethearts. Boun is 16 years old and Khamsing is 22 years old. They both live in the U.S.A. One day, Boun told Khamsing, "I want to go to college after high school."



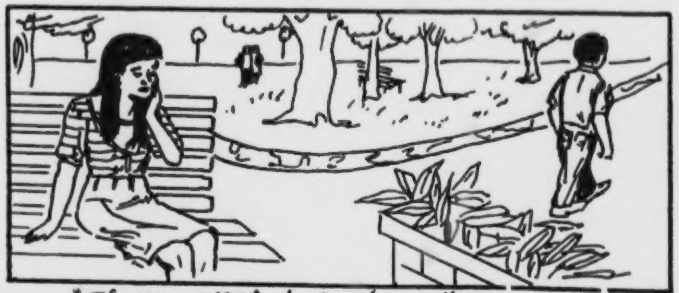
Khamsing asked, "why do you have to do that? It's time for us to get married. You're 16 and I'm 22. And I have a good job."



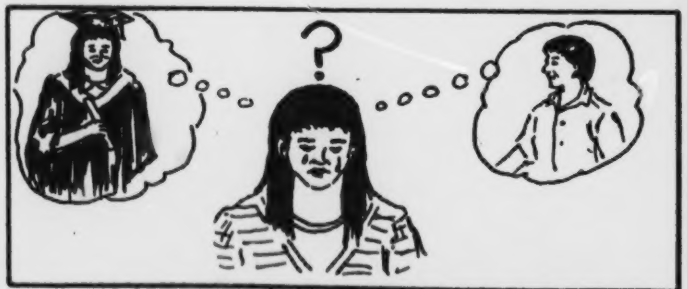
Boun said, "We're not in Laos. We're in America now. We don't have to get married young, as sweethearts do in Laos. I want to go to college first."



Khamsing looked seriously at Boun, "I can't wait anymore. Besides, when you go to college you'll be too independent. You won't listen to me anymore."



"If you want to go to college, that means you don't love me - we'll have to break-up!" Then, he walked away.



Boun was left crying and thinking. She loves Khamsing very much. But she also wants to study in college. What should she do?

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SUGGESTED TEACHING STRATEGY:

Post the pictures one by one and elicit the language that relates to the physical description of the people and places, the things the two characters are talking about, and what the problem might be in the story.

Post the text frames, read them, and explain vocabulary words as needed. This can be followed by asking comprehension questions which require reflection:

> What do you think of Khamsing?
> If you were Boun, what would you do? Why?

Students predict Boun's decision, and write and illustrate the continuation of the story.

Other Ideas:

Role-play: The story can be expanded by adding more dialogue, or by adding more events: for instance, Boun asking her friends for advice.

Debate: Love or Education?

Prepared by:
Marily Sasota

UNIT : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

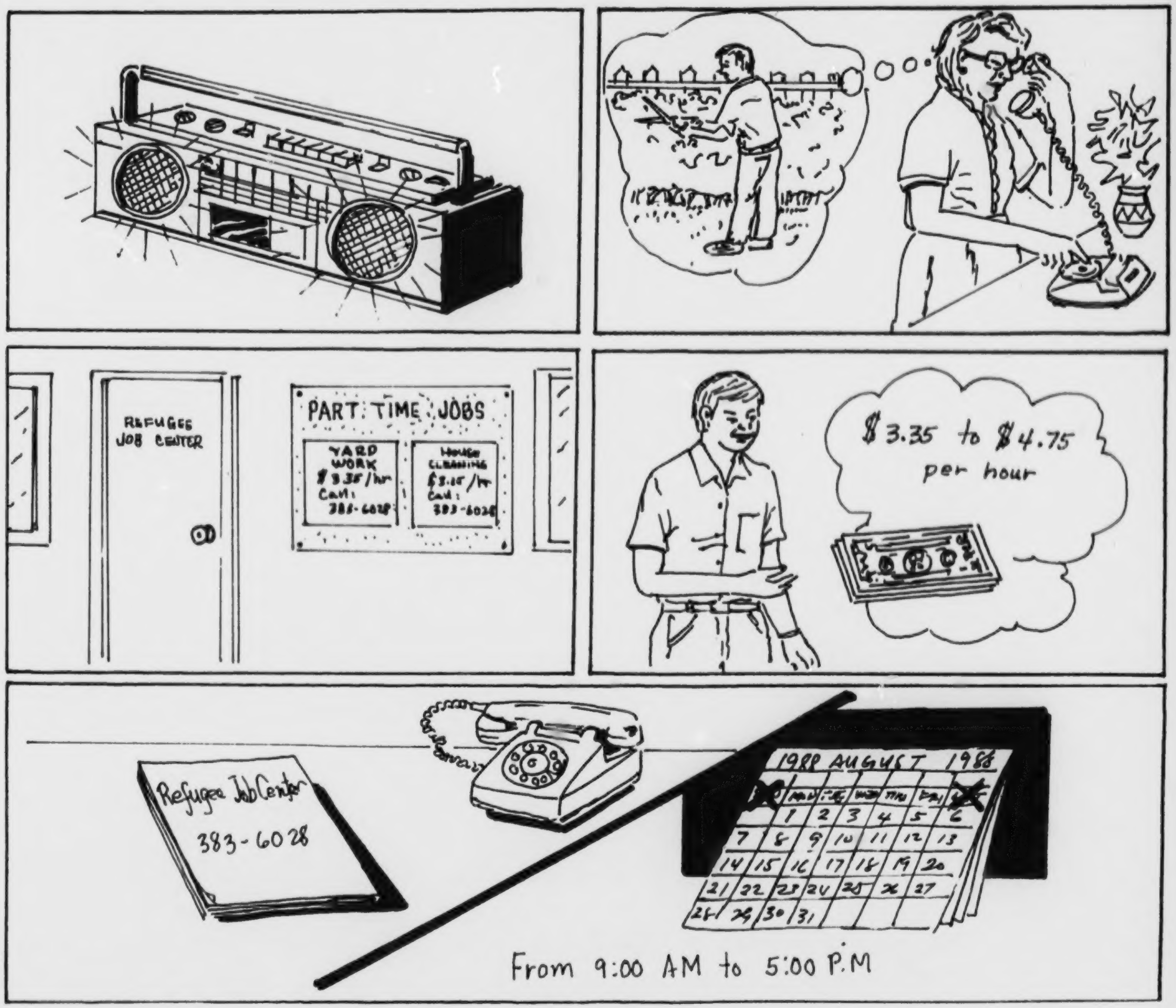
NAME OF MATERIAL : REFUGEE JOB CENTER

CONTRIBUTOR : Srisuda Walsh

DESCRIPTION : A set of 4 visuals, with a tape and worksheet, of a public service announcement aired over the radio. The announcement is for a refugee job center that hires refugee students to do part-time work. The center informs the public of the services they may avail of by calling up the center.

RATIONALE : This material not only shows our students one way of looking for a job (through a placement service), but also a convenient way of availing themselves of services offered by the center (by dialing its phone number). By using the language needed in such a situation, students will build the confidence needed to take advantage of placement services.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers


REFUGEE JOB CENTER
PART TIME JOBS
YARD WORK $3.35/hr Call: 383-6028
HOUSE CLEANING $3.35/hr Call: 383-6028
$3.35 to $4.75 per hour
Refugee Job Center 383-6028
1988 AUGUST 1988
From 9:00 AM to 5:00 P.M

SUGGESTED TEACHING STRATEGY:

Discuss with the students the various ways by which information from any of the agencies in camp is relayed to the neighborhoods. Examples of announcements are: departure lists, cultural events, and course offerings at the Baptist or WCEP schools. Emphasize the importance of disseminating this information to all concerned, wherever they are.

Use this discussion as your introduction to the tape. Let the students listen to the tape while looking at the visuals. Ask them what they remembered or understood from the tape. Write what they say on the board.

Play the tape as often as the students request, as they reconstruct the announcement on the board as a class, or at their tables individually or in groups.

For follow-up you can:

1. Have students create their own job announcements.

2. Have students discuss whether or not they have fears about calling for information on the phone.

3. Ask the students to compare the PA system in PRPC with the radio in this material: Which is more effective in relaying information? Why?

Prepared by:
Liza Revita

UNIT : HOUSING

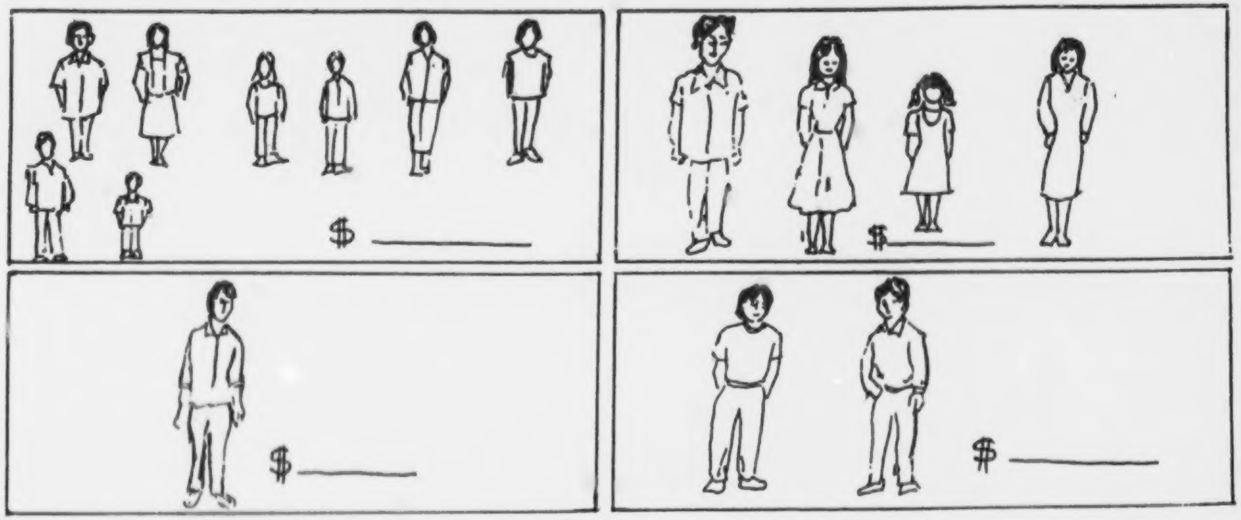
NAME OF MATERIAL : HOW TO FIND A PLACE TO LIVE

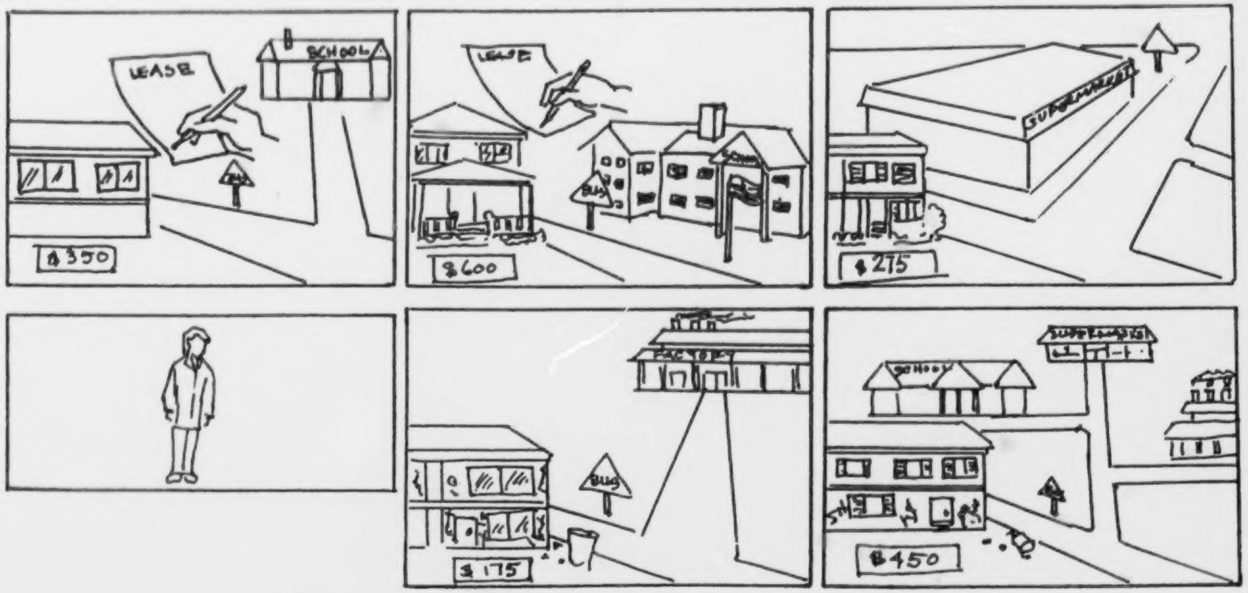
CONTRIBUTOR : Srisuda Walsh

DESCRIPTION : A set of five visuals of different places for rent and four situation cards.

RATIONALE : This material is designed to let students compare and contrast different places for rent, and make crucial decisions on where they want to live, bearing in mind the size of their family and monthly salary. Becoming familiar with the language involved in exploring housing options will help students in accessing information in the U.S.

WHERE AVAILABLE : IMS Materials Library




LEASE
SCHOOL
$350
LEASE
BUS
$600
SUPERMARKET
$275
FACTORY
BUS
$175
SCHOOL
SUPERMARKET
$450

SUGGESTED TEACHING STRATEGY:

Open the lesson by asking each student the size of his/her family. Students may give their answer orally, in writing, or by drawing stick figures on the board. The teacher then draws a big house and a small house. The teacher asks the students where they would like to live and why.

Post each picture in this packet on the board and ask the class to describe the place shown. Pose questions to elicit the rent, the kind of neighborhood, the distance from work, etc.

Give the 5 housing pictures to 5 students and ask each to describe it, incorporating all the features of the apartment or house.

Group the class into four. Put together in one group those whose families are similar in size.

Distribute the situation cards. Give the card with the biggest family to the group whose members have the most family members, to more or less simulate their own family situation.

Tell the students to pretend that these are their families and their monthly salaries. Ask them to look for an apartment or house that is suitable for their family, considering its size and financial resources, and to take into consideration the size and rent of the apartment or house they want to rent.

Give them enough time to talk it out with the group. Tell them that they have to justify their choices.

Ask one representative from each group to come forward, post their family card under the picture of the apartment or house that they have chosen, and say why they made that choice. Two or more groups may choose the same apartment or house, each with their own reasons.

You may want to ask the rest of the class to evaluate their classmate's decision: Is it a wise choice?

Assessment:

Divide the class into five groups. Assign one apartment or house to each group. Give them cartolina, paper and pens. Tell them that they will pretend to be the manager or landlord of the apartment or house assigned to them. Let them make FOR RENT signs, using the vocabulary they learned during the lesson. This is an off-shoot of the ad-making strategy in Shopping and a springboard for the 'sell-yourself' poster-making strategy in Employment: Finding a Job.

Prepared by:
Mayet Amular

UNIT : POST OFFICE

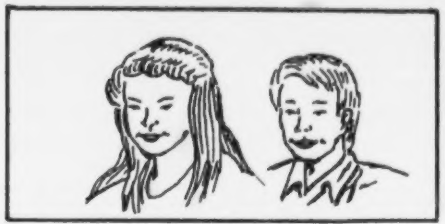
NAME OF MATERIAL : ANH RECEIVES A PACKAGE

CONTRIBUTOR : Jess Mercado

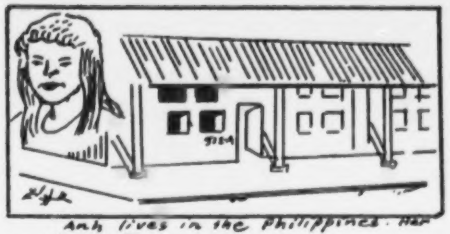
DESCRIPTION : A picture story with text about a young Vietnamese woman living in PRPC who gets a package from her brother in the U.S.A.

RATIONALE : Students have always been fascinated by stories, especially when the subject matter is familiar to them. Our students can easily identify with the characters in this particular picture story because they often send and receive packages, too.

WHERE AVAILABLE : IMS Materials Library

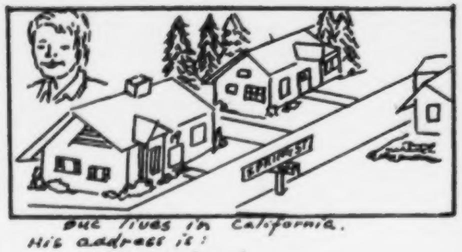


Anh Thi Nguyen and Duc Thanh Nguyen are brother and sister



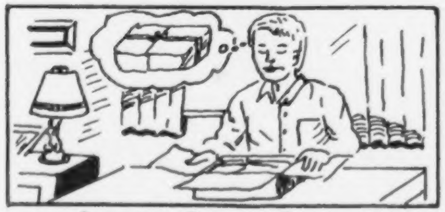
Anh lives in the Philippines. Her address is:

515-A, Nohd. 5
P.O. Box 7635
ADC-NAIA, PASAY CITY
PHILIPPINES.

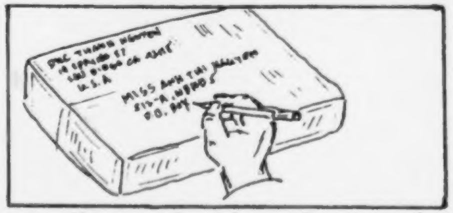


Duc lives in California.
His address is:

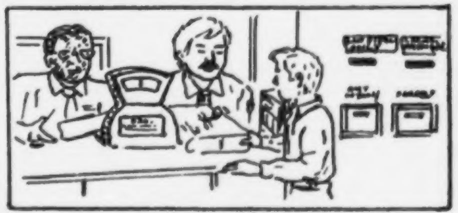
19 Spring st
San Diego, CA 92115
U.S.A.



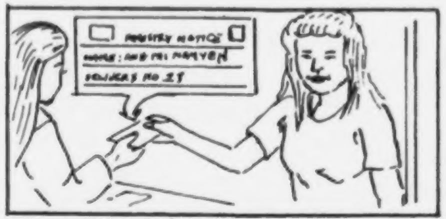
One day Duc sent a package to Anh.


MISS ANH THI NGUYEN
515-A, NBHD 5
P.O. BOX

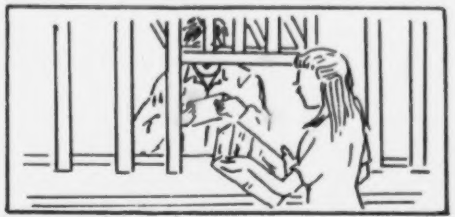
He wrote his address and Anh's address on the package.



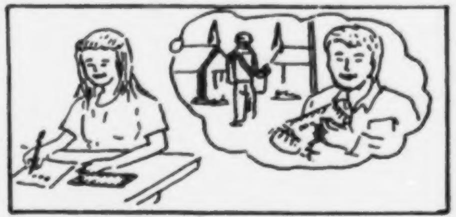
He went to the post office, bought some stamps and sent the package to Anh.


REGISTRY NOTICE
NAME: ANH THI NGUYEN

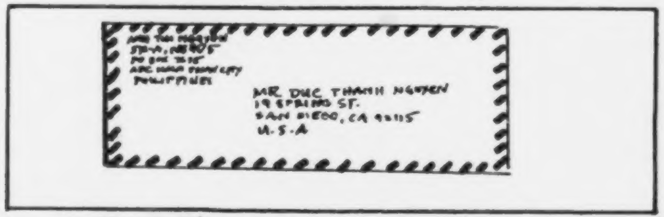
After two weeks, Anh received a registry notice from the post office.



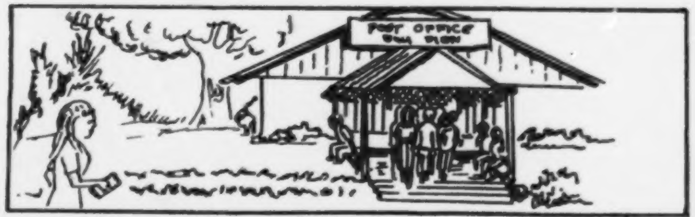
She got the package.



Anh wrote a thank you letter to Duc.


MR. DUC THANH NGUYEN
19 SPRING ST.
SAN DIEGO, CA 92115
U.S.A

She addressed the envelope.


POST OFFICE

Then she went back to the post office to mail the letter.

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SUGGESTED TEACHING STRATEGY:

Post the entire set of pictures on the board, with the accompanying text beside or beneath them.

Read the story, pointing out supporting illustrations as you read. Read the story as many times as the students request. Encourage students to read along, if they want.

Ask students to tell you what the story is all about. Ask questions to help them in their retelling.

Expand the story by asking students what might be in the package. Encourage students to speculate: What would a young woman like to receive from her brother? Could she have asked him for it? Could he have sent it as a surprise?

Let the students be Anh. Ask them to write a thank you letter to Duc.

Let students narrate how they're going to send their thank-you letter.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE

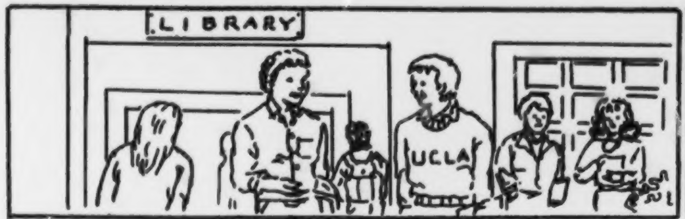
NAME OF MATERIAL : AN AMERICAN PARTY

CONTRIBUTOR : Sharon Snyder

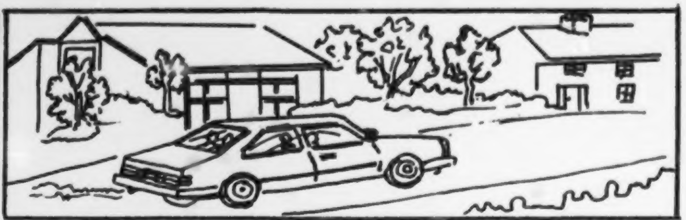
DESCRIPTION : A set of 13 pictures with accompanying text.

RATIONALE : Cross-cultural differences are usually interesting topics for discussion. This material is a good illustration of cultural differences which are humorous as well as eye-opening for our party-loving students.

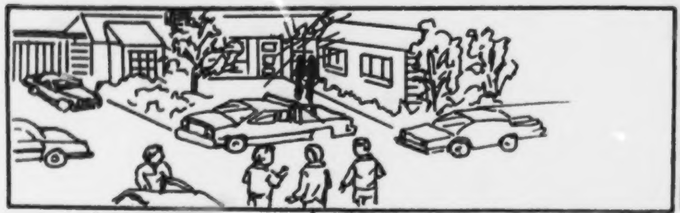
WHERE AVAILABLE : IMS Materials Library



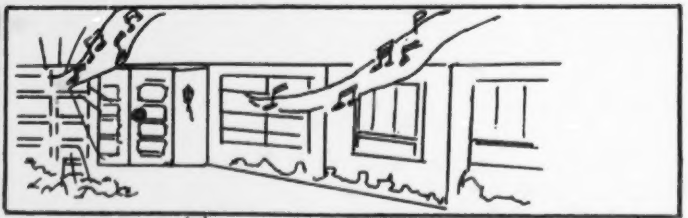
Hung is a student in Los Angeles. one day, one of his American friends, Bill, invited him to a party.



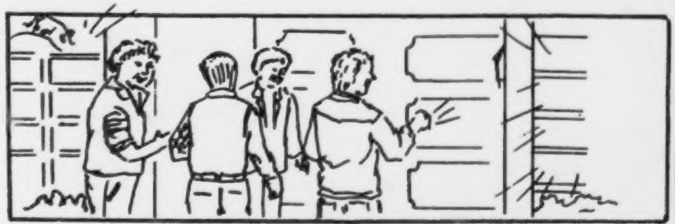
Hung was very excited as they drove to the party. He had never been to an American party before.



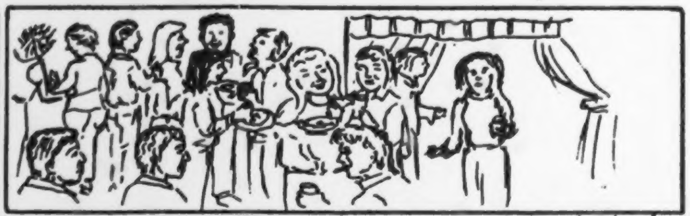
when they arrived at the party, cars were parked in the driveway and along the street.



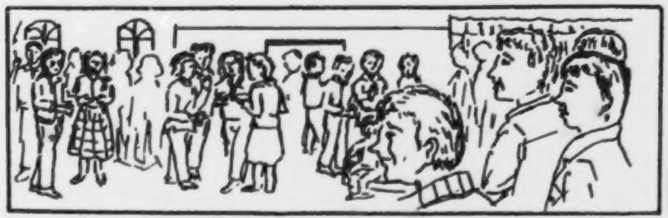
The lights in the house were bright and the music was loud. The whole neighborhood could hear the party.



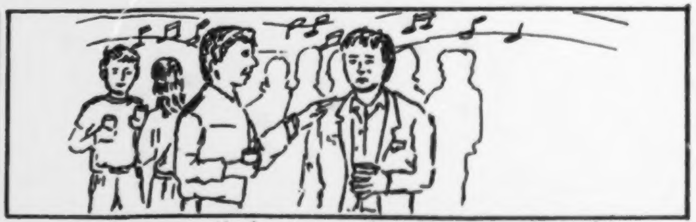
They walked up to the door and knocked. No one answered, so they opened the door and went in.



The room was crowded. Hung looked around the room. This was not like any party he had seen before.



People stood in small groups in the center of the room holding glasses of wine and beer, and plates of food.



Bill saw that Hung felt uncomfortable He asked Hung, "What's wrong?" Hung answered, "In my country, parties are not like this."

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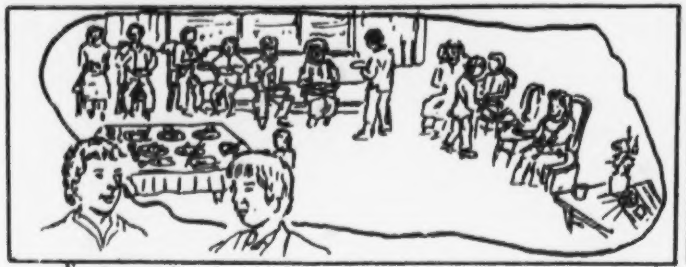
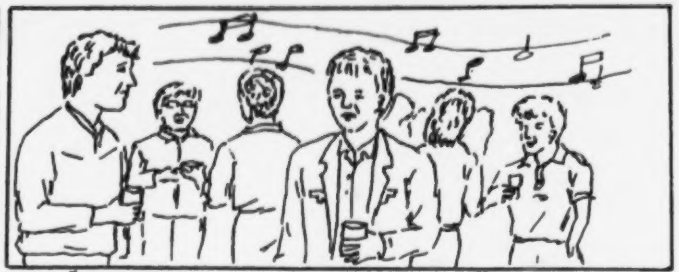
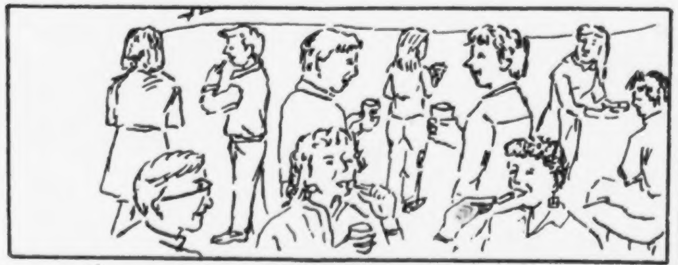


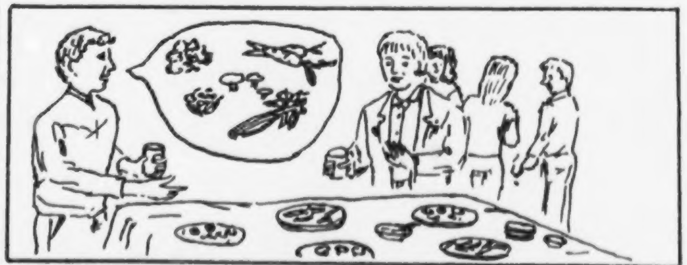
"We put chairs and tables in the room so that everyone can sit down to eat and can talk to the people beside them."



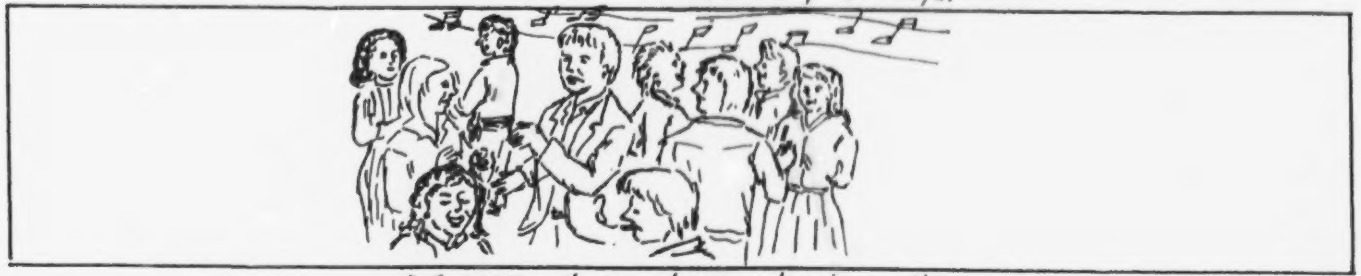
"But at an American party," Hung said, "I don't know how to start talking to someone."



Hung looked around at all the people. "What are they eating?" he asked Bill.



"Raw vegetables," Bill answered, "broccoli, carrots, mushrooms, cauliflower, and celery. Would you like some?" "No thanks," Hung answered. He thought, "American parties are very strange."



But soon, Hung began dancing. He forgot about everything else. He enjoyed himself.

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SUGGESTED TEACHING STRATEGY:

Post the entire set of pictures on the board with the accompanying pages of text.

Read the story, using appropriate gestures and intonation.

Invite students to read.

Let them stand and act out the story with you.

Ask them what they would do if they were Hung. Would they go home instead?

Divide the class into two groups. Ask which group would like to re-enact a Vietnamese party and which group would like to re-enact an American party.

Give the groups time to prepare their dialogues in English. They then act them out.

With students' help, begin drawing up a list of characteristics of Vietnamese and American parties.

As homework, or during class hours, students interview American and older Vietnamese regarding American and Vietnamese party customs.

The results of their research can be displayed on their classroom bulletin board.

Prepared by:
Mayet Amular

UNIT : SOCIAL LANGUAGE

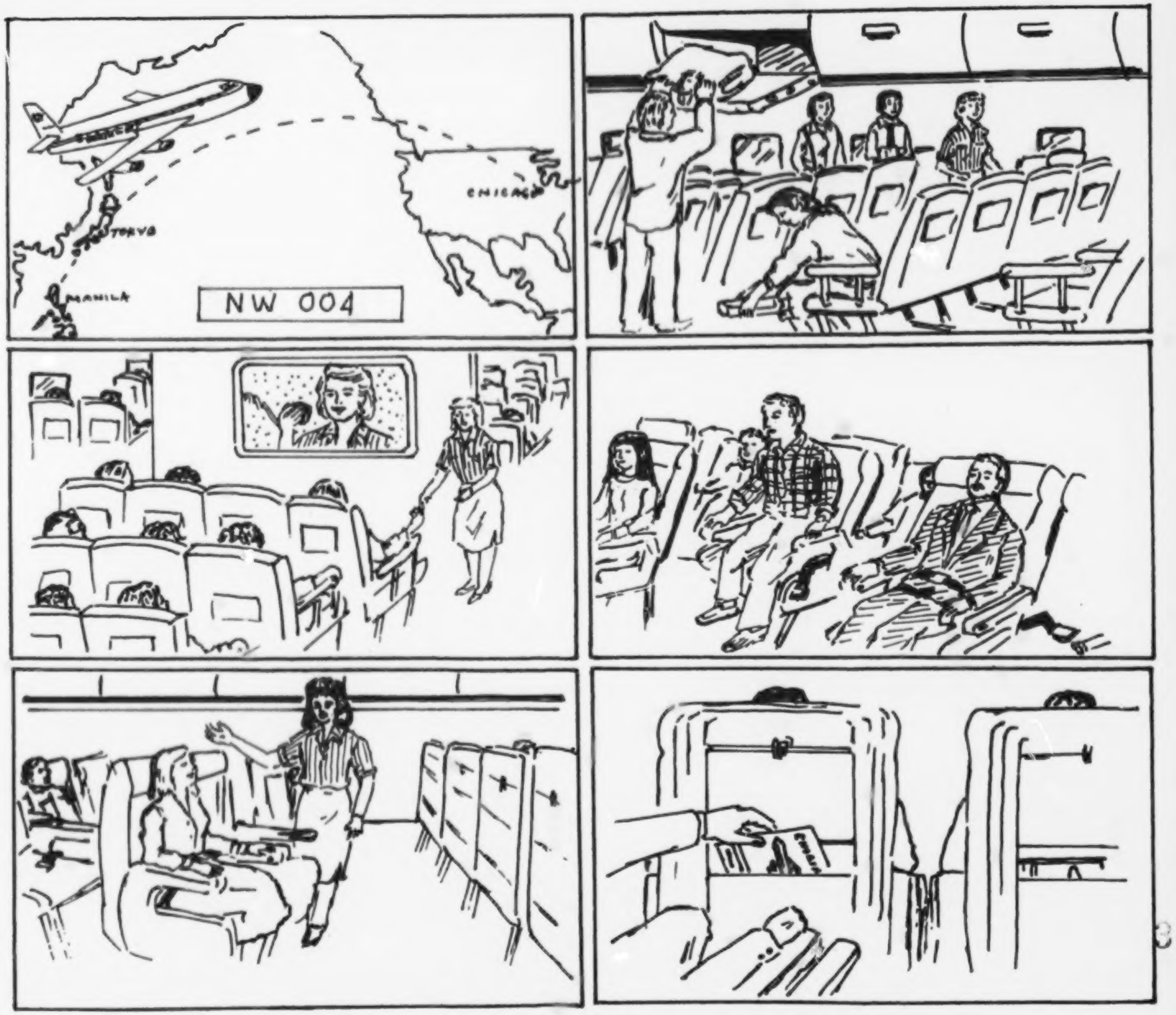
NAME OF MATERIAL : ON THE AIRPLANE

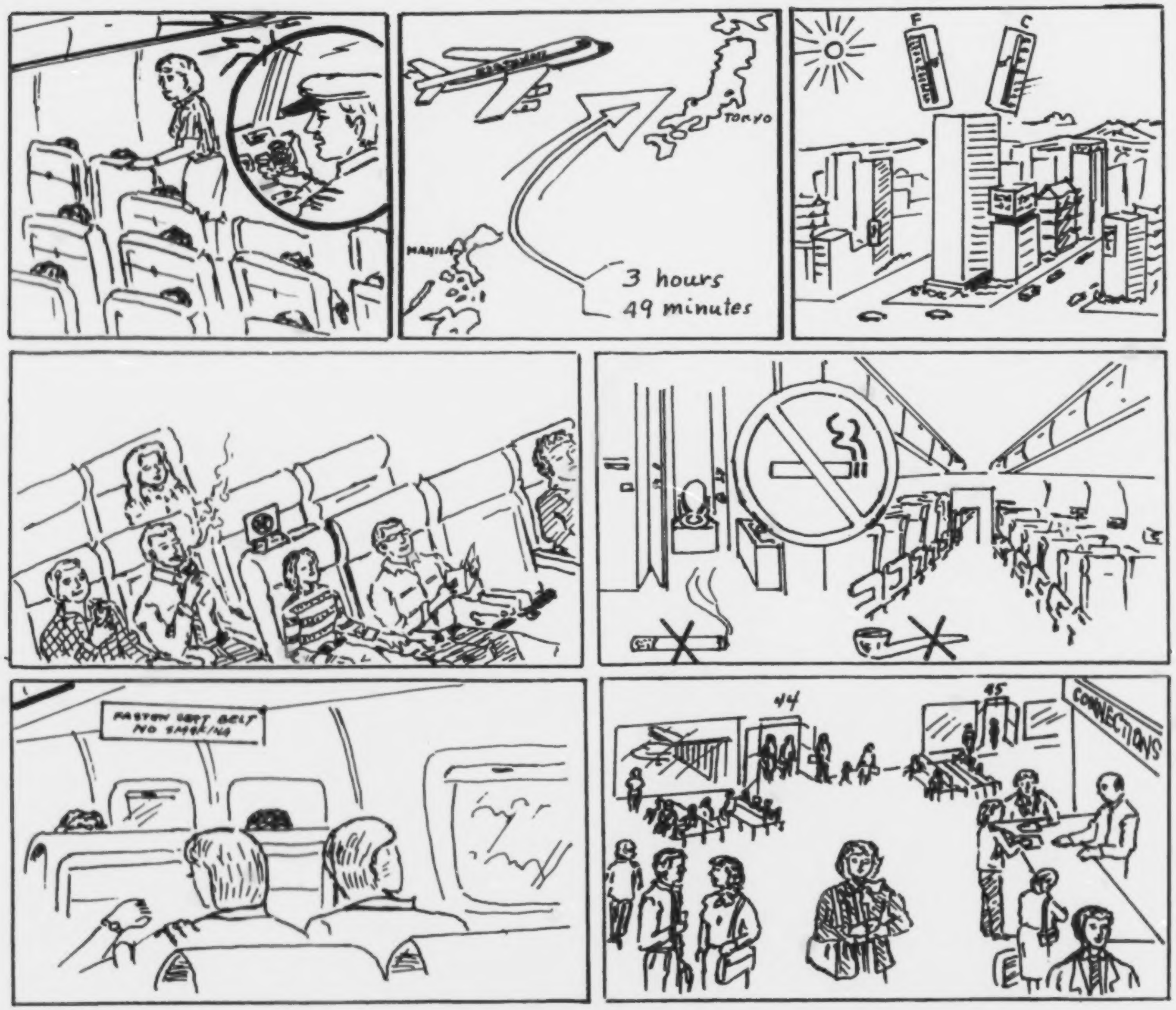
CONTRIBUTOR : Srisuda Walsh

DESCRIPTION : An audiotape with a set of 14 visuals illustrating the instructions given at the beginning of flights.

RATIONALE : This material is based on an authentic language situation which our students have had and will again have. The language is therefore predictable and relevant, and therefore easy for students to learn.

WHERE AVAILABLE : IMS Materials Library




F
C
MANILA
TOKYO
3 hours
49 minutes
FASTEN SEAT BELT
NO SMOKING
44
45
CONNECTIONS

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SUGGESTED TEACHING STRATEGY:

Let the class tell you about their flight from their country of origin or of asylum: what time they left and what time they arrived, what the name of the plane was, and how they felt while the plane was airborne. Ask them to describe the things that take place during the flight: Are meals served? Is smoking allowed? Etc.

Use this discussion as a starting point for the exercise. Show the sequenced visuals one at a time. Let the students describe what they see. Ask comprehension questions. Post all the visuals and then introduce the activity.

Let the students listen to the tape as many times as they request. Ask them what they remember. Write their responses on the board underneath the relevant pictures. Play the tape again and ask the students to add to or revise the language under the pictures. Continue this until all the students are satisfied that they've understood the tape.

This can be followed up by students discussing why airlines enforce these instructions.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE

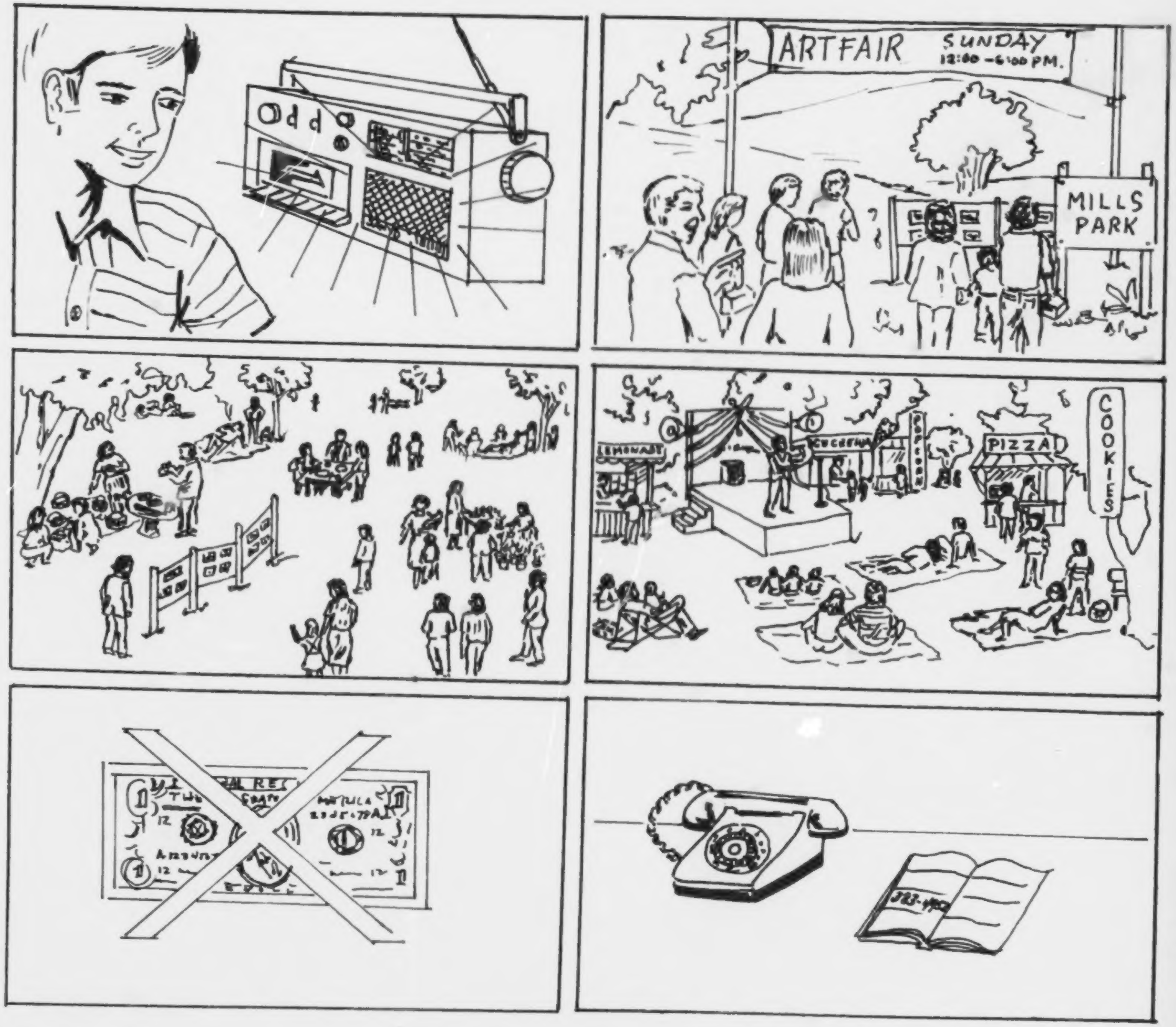
NAME OF MATERIAL : PUBLIC SERVICE ANNOUNCEMENT

CONTRIBUTOR : Srisuda Walsh

DESCRIPTION : An audiotape with a set of 6 visuals, illustrating a public service announcement about an art fair in a park.

RATIONALE : Public service announcements are nothing new to our students as they continuously receive information through the PA system of PRPC. They already have an idea about the 'why,' 'how,' and 'what for' of a public announcement and will therefore easily recognize the advantages of understanding them.

WHERE AVAILABLE : IMS Materials Library



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SUGGESTED TEACHING STRATEGY:

Ask the students how information from any of the agencies in camp is relayed to them in the neighborhoods. Examples might be departure lists, PA announcements, or posters. Emphasize the importance of disseminating information to those concerned. Explain that this is what public service announcements are for.

Introduce the audiotape by relating it to the camp's PA system. Let them listen to the tape while you point to the relevant illustrations. Do this as many times as they request. Ask them what they remember about the announcement. Write the things they remember hearing on the board under the relevant illustrations.

Play the tape several more times while the students add to or change the language on the board. Discuss any unfamiliar vocabulary, such as 'art fair,' 'handicrafts,' 'admission,' etc.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE

NAME OF MATERIAL : FREE CONVERSATION AND COMPOSITION THROUGH CARTOONS

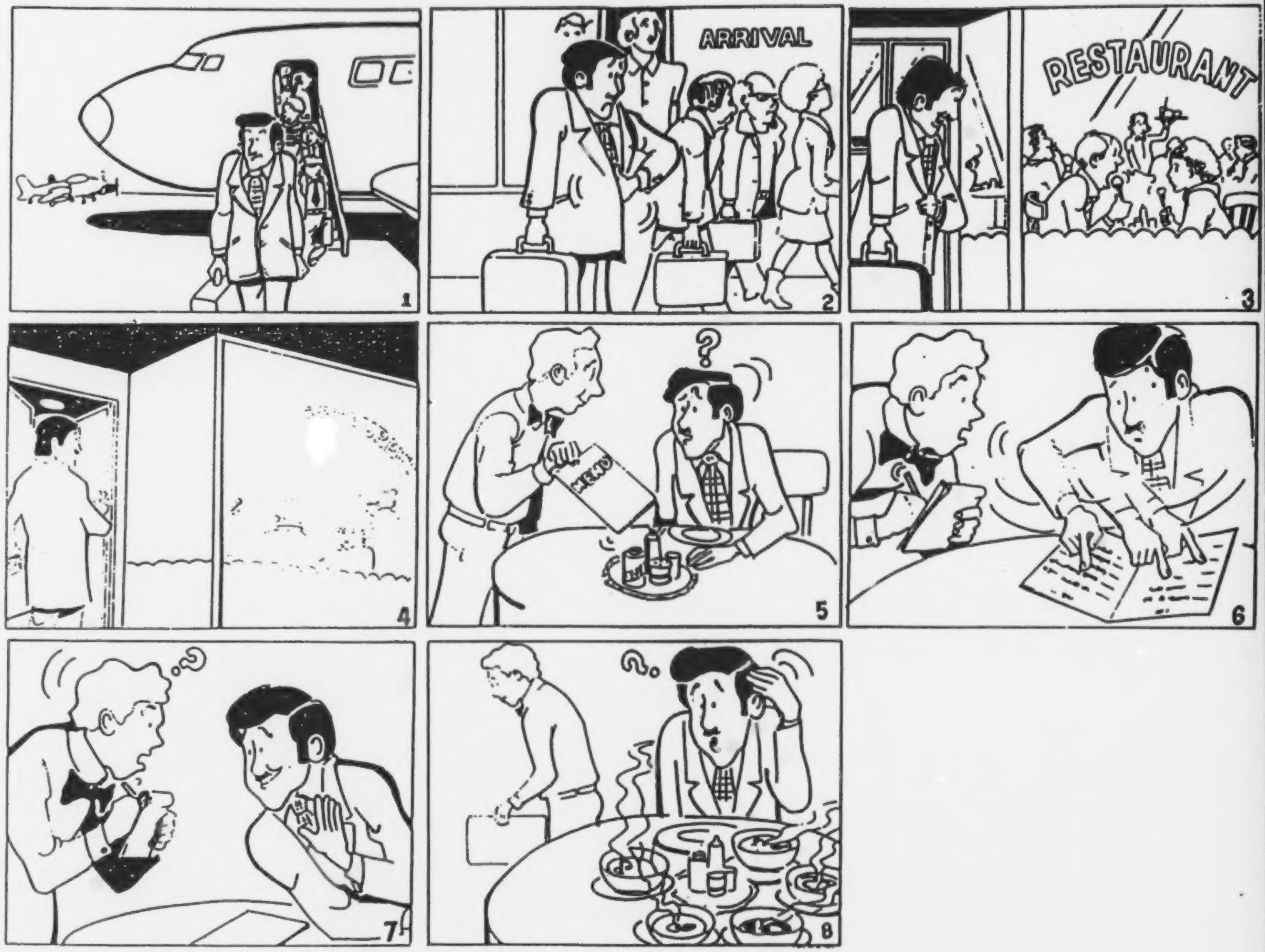
CONTRIBUTOR : Compiled and fieldtested by Helen Aguilar

DESCRIPTION : The cartoon stories are in booklet form, each page containing one frame. The last page has the complete sequence of cartoons. The cartoon stories have no captions and the booklet has no title, so the students are free to create their own. Each cartoon story corresponds to one or more topics in the curriculum.

RATIONALE : Cartoon stories are humorous and interesting. They allow students to use their knowledge to express feelings and reactions as they interpret what they see. By sharing ideas, helping each other and dramatizing situations, students expand and manipulate the language structures and vocabulary they already know. Cartoon stories encourage a comfortable, relaxed atmosphere and build students' confidence.

WHERE AVAILABLE : IMS Materials Library

SUGGESTED TEACHING STRATEGY : See the strategy under Personal Information.



UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

NAME OF MATERIAL: APPROPRIATE ATTIRE

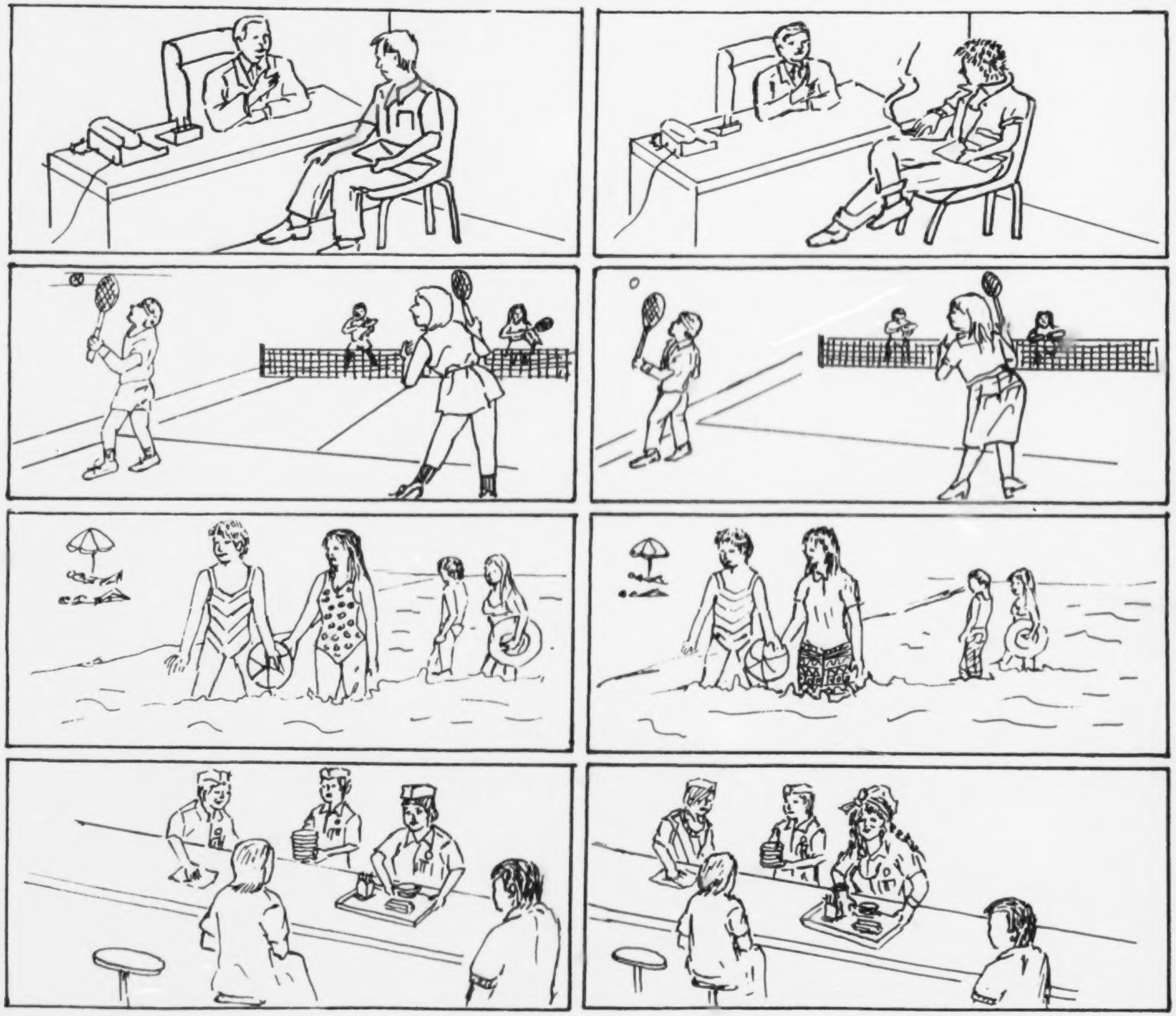
CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A set of eight pictures showing different forms of dress for:

a job interview
swimming
playing tennis
waitressing

RATIONALE : This material helps students become more aware of what they communicate by the way they dress. The learner discusses the appropriate attire for a particular occasion, and uses language to compare and contrast outfits.

WHERE AVAILABLE : IMS Materials Library



SUGGESTED TEACHING STRATEGY:

Divide the class into four groups.

Hand two pictures to each group.

Give the students time to analyze the pictures.

Ask the students to compare and contrast the pictures. Let each group's representative post the pair of pictures on the board and talk about them.

The members of the other group listen and ask questions about pictures or about what the other group's representative said. For example: What is s/he wearing? Why is s/he dressed that way?

Follow the same procedure for the second group's pair of pictures, and so on to the last pair.

Go back to the first pair and ask the students if they like the attire. Why?

Assessment:

Prepare the students for a debate. Divide the class into two: one for YES, one for NO. A possible topic might be: Is it appropriate for a woman to wear a mini-skirt to work? Why? Why not?

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Prepared by:
Mayet Amular

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UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

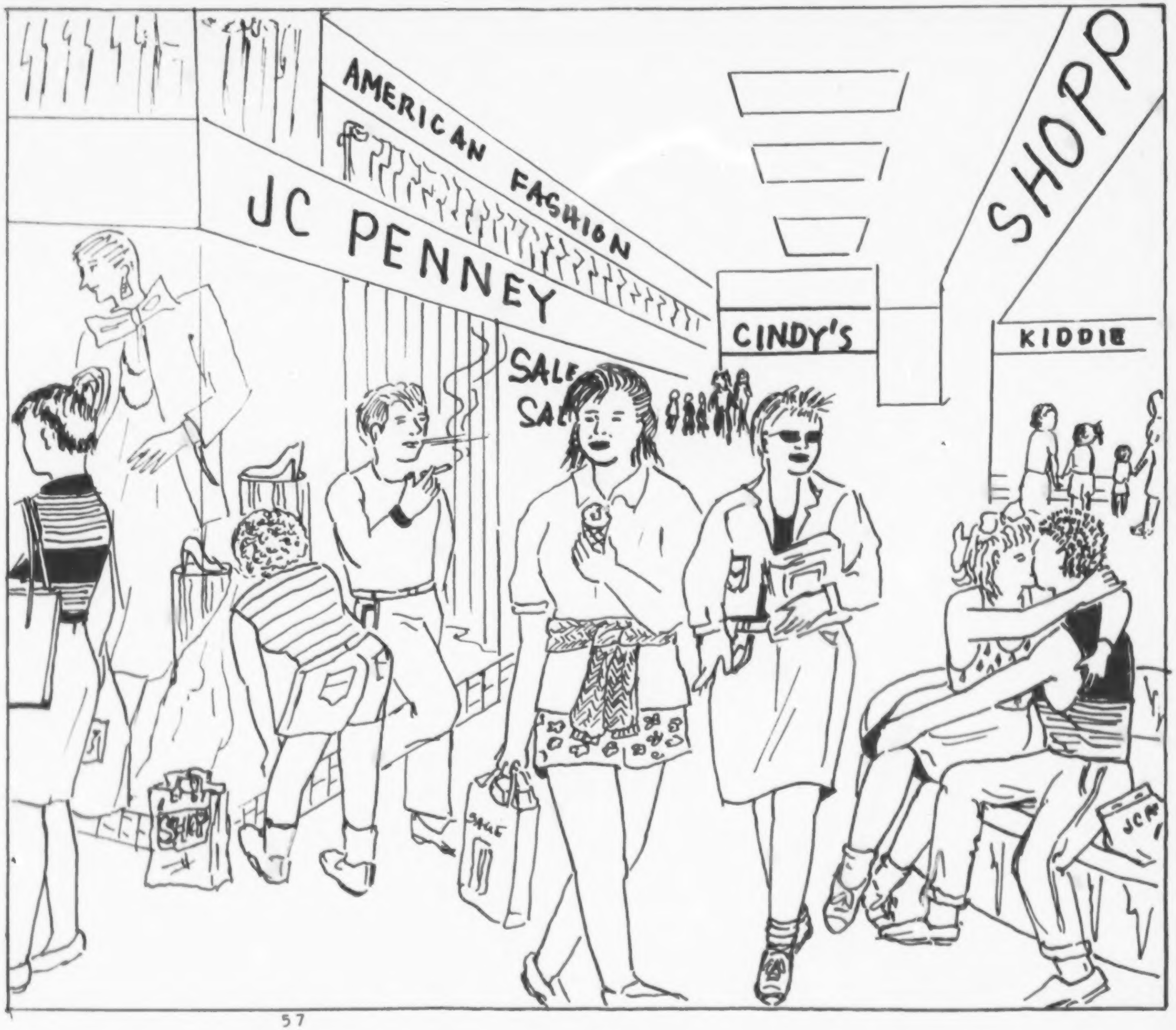
NAME OF MATERIAL : SHOPPING MALL

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A cartolina-sized black and white illustration of a shopping mall's interior.

RATIONALE : The shopping mall is part of just about every teenager's itinerary when s/he goes out with friends. In the U.S., there are such things as 'mall rats,' young people who spend hours loitering in shopping malls. The various activities shown in this poster make very good topics for conversation.

WHERE AVAILABLE : IMS Materials Library


AMERICAN FASHION
JC PENNEY
SALE
SALE
CINDY'S
SHOPP
KIDDIE
SHOP
SALE
JCP

SUGGESTED TEACHING STRATEGY:

Show the poster to the class. Ask the students what they see, what the people in the picture are doing and where they are. Differentiate between a shopping mall and a department store. Ask the class what else people do at malls aside from shopping.

Focus on the young people kissing. Ask the class if it's common to see people kissing in a public place in Vietnam. How do they feel when they see people kissing and cuddling in public? Are they like the young couple when they're out with their boy/girlfriend?

Discuss the attire of the people in the mall (miniskirts, flat shoes, short shorts). Are these clothes comfortable for walking around? Are they decent enough?

Finally, talk about littering (the young woman dropping an empty Coke can, the young man smoking, on the left). Isn't there a law in the U.S. regarding littering? (The students may refer to their C.O. lessons on this matter.)

Other Relevant Material:

"Smooth talk," video at the Learning Resource Centers.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

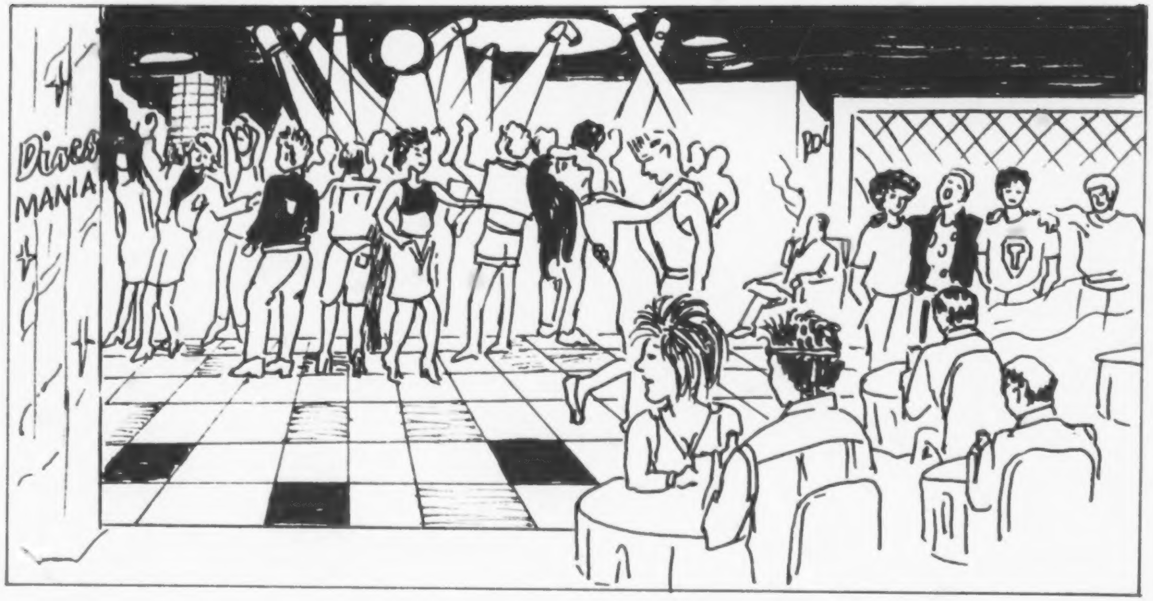
NAME OF MATERIAL : DISCO

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A colored illustration of a disco's interior, complete with strobe lights, people dancing, sitting at tables and standing along the wall.

RATIONALE : A whole array of topics and language of interest to young adults, including disco dancing, can be brought up with the aid of this visual.

WHERE AVAILABLE : IMS Materials Library



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SUGGESTED TEACHING STRATEGY:

This lesson can start as a part of the Personal Information unit under the topic, Hobbies and Interests, but can snowball into a more comprehensive lesson by including other topics like weekend activities (Time), places to go to (Location), dressing for the occasion (Shopping), and extending invitations to friends (Telephone and Social Language).

Cut out from magazines glossy and colorful pictures of people doing varied activities: playing sports, playing musical instryments, swimming, cooking and baking, sewing and crocheting, taking pictures, watching T.V., listening to music, singing, reading, doing aerobics, etc. (If you don't have enough magazines, pictures of different hobbies can be found at the IMS Materials Library under the Young Adult Materials Section.)

Show each picture to the students. Ask them what the people in the picture are doing. As each activity is identified, post the picture on the board and write the name of the activity below it. Present about 10 activities that are familiar to the students, including dancing.

Next ask the students where each activity is normally done and when people usually do them. Then ask the students which activities they like doing best. They may give interests other than those shown on the board and may likewise say which ones they don't like doing at all.

Now concentrate on the disco scene. Ask the following questions:

How do people dress up for discos?
Is it formal or casual dressing?
What do you think about the hairstyles of the people at this disco?
What else do people do at discos besides dance?
How old are the people who usually go to discos?
Are there discos in your country? What are they like?
Are there discos here in PRPC? Where do you go if you want to go dancing?

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

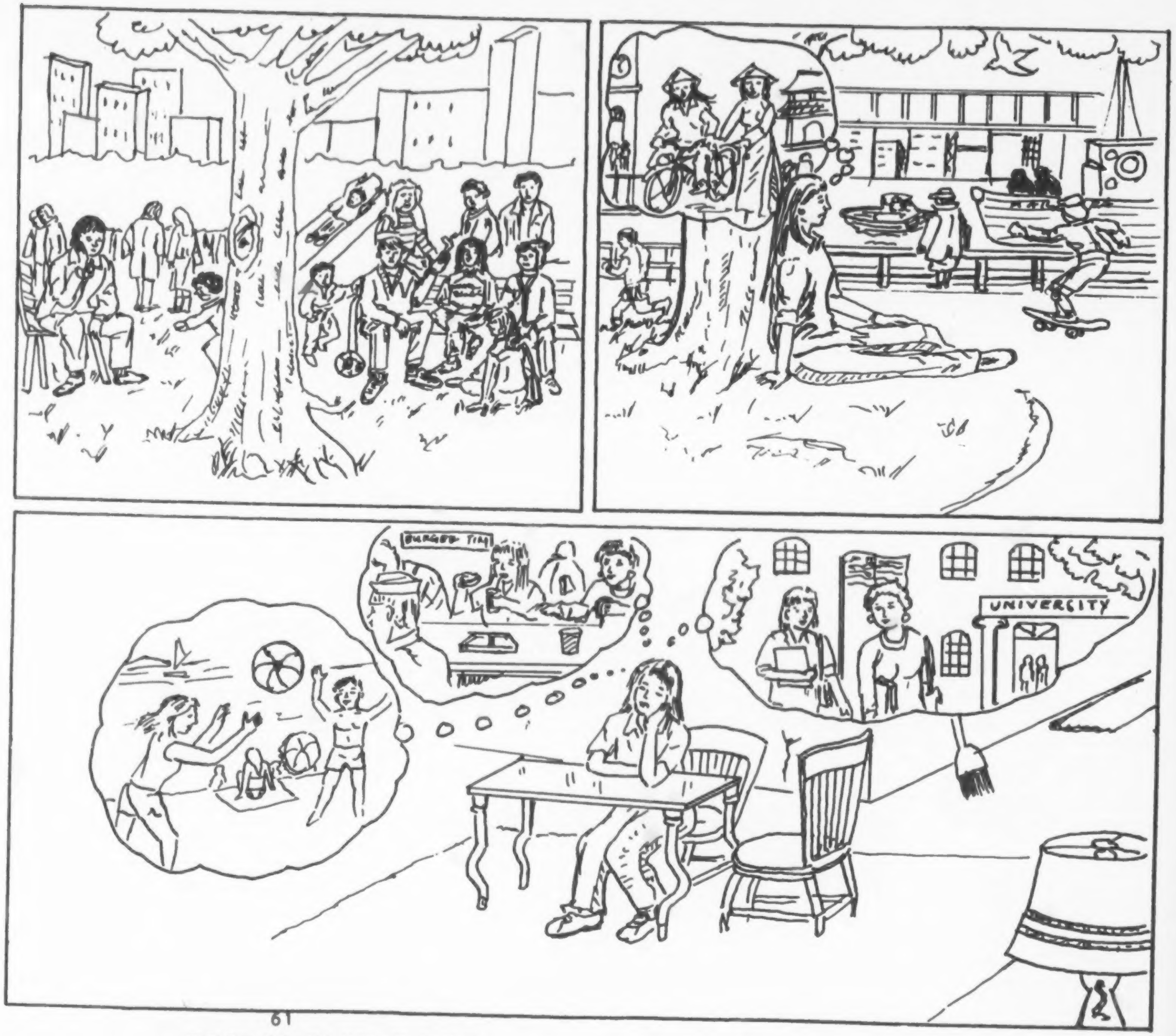
NAME OF MATERIAL : LONELINESS

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A set of 3 visuals, each showing a young Vietnamese refugee in the U.S. who is experiencing homesickness, loneliness and boredom.

RATIONALE : 'Lonely,' and 'sad,' are words our students use to describe how they feel whenever their teacher asks them what the matter is. Almost always they give, "I miss Vietnam," as the reason for their loneliness. This material shows some of the things they may miss about their homeland, and will surely generate a lot of language.

WHERE AVAILABLE : IMS Materials Library



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SUGGESTED TEACHING STRATEGY:

Show one visual at a time. Ask the students what they see.

In one of the visuals, a young woman is shown sitting under a tree beside a harbour. She sees a boy on a skateboard and remembers herself learning how to ride a bike back in Vietnam with a friend. Ask the class to talk about what the woman may be thinking.

The next shows another young woman sitting in her living room thinking of 3 different things : eating burgers, going to a university, and playing ball at the beach. Ask the class what she's thinking about. Is she remembering the past or thinking about the future?

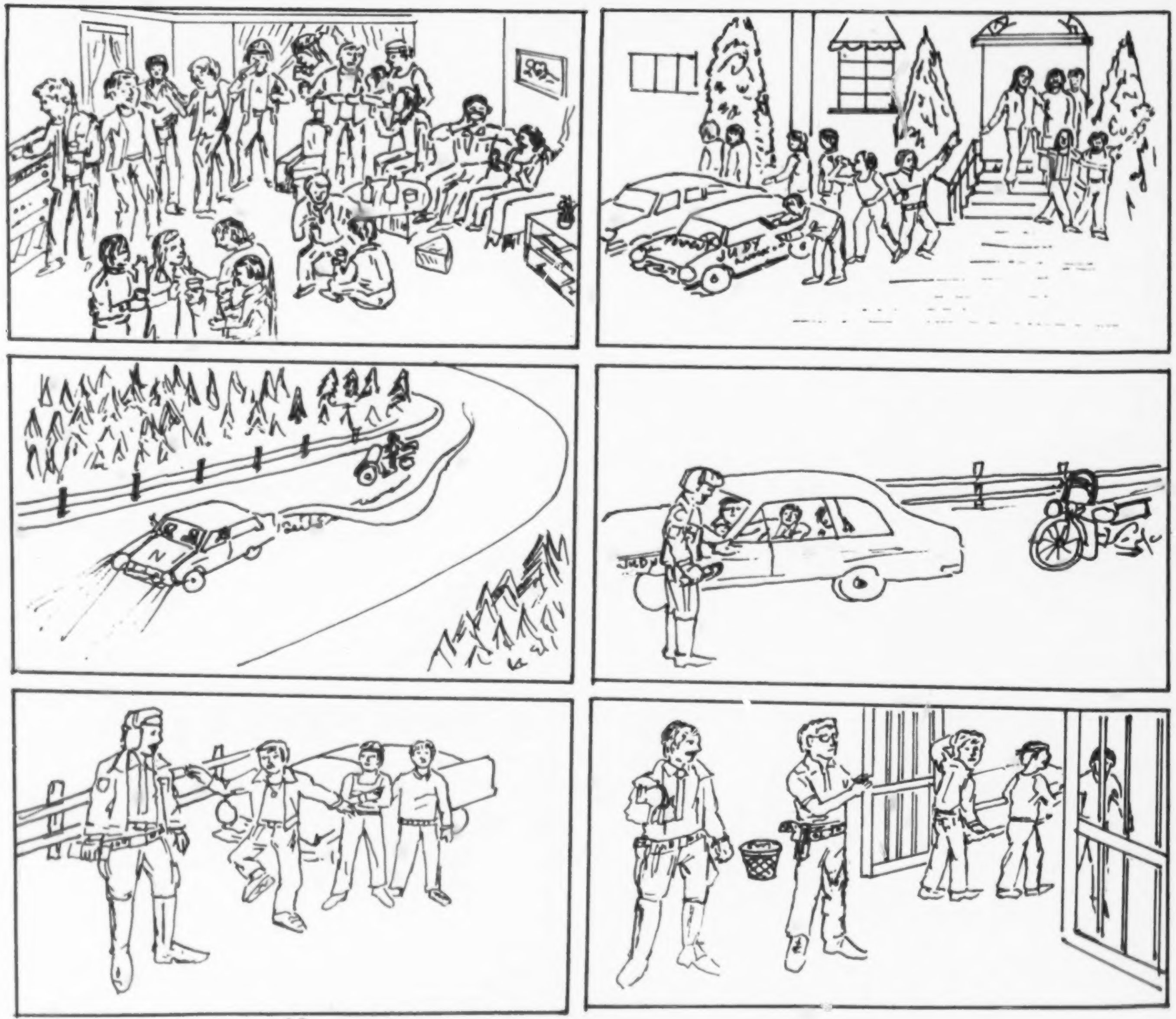
The last shows a young man at a park staring at a group of young people chatting under a tree. He looks forlorn. Are these people his friends? If they are, why is he not with them? If not, do you think he would like to be friends with them? If you were the young man, what would you do?

Ask the students to choose one of the visuals and write about why the person is sitting alone and what s/he's thinking about.

Students can then write about their own experiences of loneliness. What do they think of when they're lonely? How do they make themselves feel better?

Prepared by:
Liza Revita

UNIT	: SOCIAL LANGUAGE FOR YOUNG ADULTS
NAME OF MATERIAL	: DRUNK DRIVING
CONTIBUTOR	: Young Adult Curriculum Committee
DESCRIPTION	: A set of 6 visuals showing the events that led to the jailing of 3 drunken young men who were stopped by a highway patrolman.
RATIONALE	: The United States has strict laws about drunk driving. Many of our young adult students don't have much experience in driving cars, and may be unaware of the laws related to driving in their home country or in the U.S. This material encourages the development of language related to driving and driving laws.
WHERE AVAILABLE	: IMS Materials Library



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SUGGESTED TEACHING STRATEGY:

Show the first picture (the party scene). Ask the students what they see. What's the nationality of the people present? How old are they? Point to the 3rd, 4th, & 5th people from the right. Tell the class that this is the story of three young men who have been drinking heavily. Ask the class to predict what they think the next picture will show.

Let the class describe the three young men and their car in the 2nd picture. If they saw these boys and this car, what would they think?

Show the 3rd visual, with the policemen trailing the boys. What will the boys do? Stop, or drive even faster?

Go to the 4th visual. What is the policeman asking the driver for? Is the policeman angry? What about the driver?

In the 5th visual, the boys are outside their car. What is the driver doing? What is he telling the policeman? What will the policeman do?

Finally, look at the last frame. What happened to the 3 young men? Are people also jailed in Vietnam when they're caught driving drunk?

Other Relevant Material:

Bounma and Thai Take a Trip, an ESL-AB book, available at the IMS Materials Library.

Prepared by:
Liza Revita

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UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

NAME OF MATERIAL : BASEBALL

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A 1/2-cartolina size colored illustration of two views of a baseball diamond: the upper half shows a game in progress and the lower half shows an aerial view of the field and stadium.

RATIONALE : Watching baseball is a favorite pastime among many Americans. Once the baseball season is on, it's everywhere: on TV, on radio, in the papers, on everybody's lips, even in movies. A basic understanding of what could be regarded as America's national sport ought to help our students enjoy it as a spectator or later, as a participant. Being able to talk about baseball will help them in social conversations.

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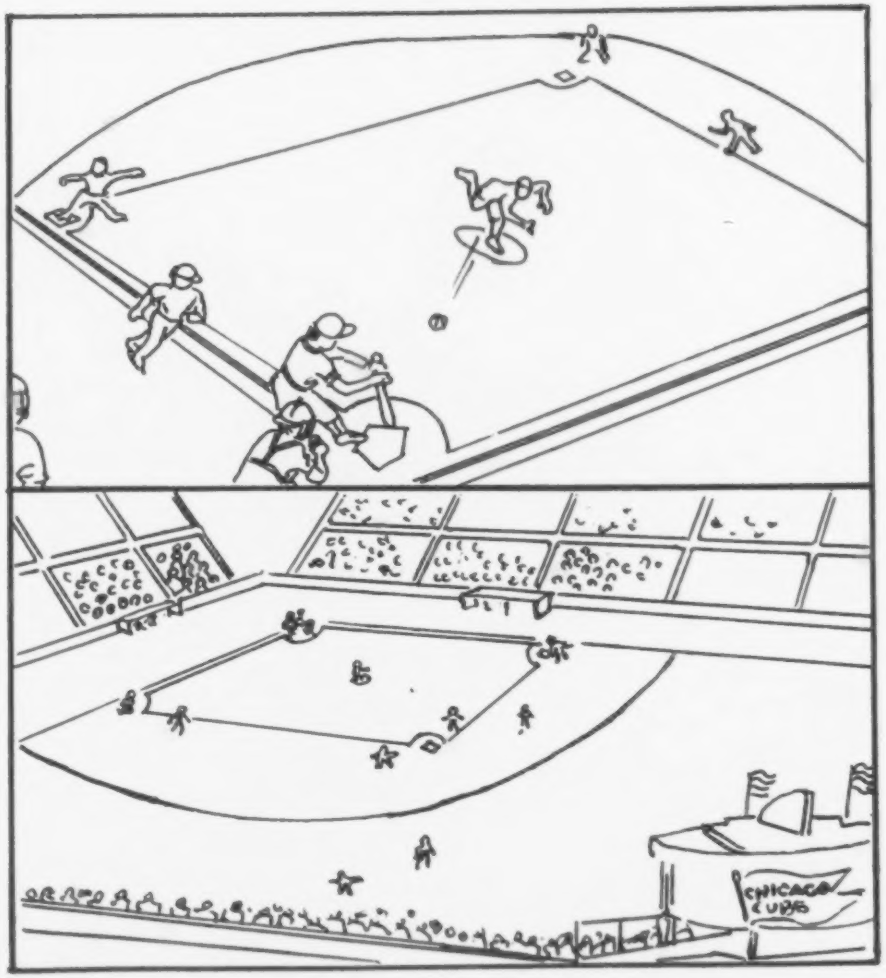


SUGGESTED TEACHING STRATEGY:

Show the poster. Elicit the following information:

The name of the sport.
The number of teams that play in one game.
The number of players each team can field at one time.
The countries, aside from the U.S., where baseball is very popular.
The equipment used.
The number of bases on the baseball diamond.

Except for question #4, the rest of the questions can be answered just by looking at the poster, but if the class feels they need more time to gather information, then give the questions as homework.

Other Relevant Materials:

"American Sports," video at the Learning Resource Centers.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

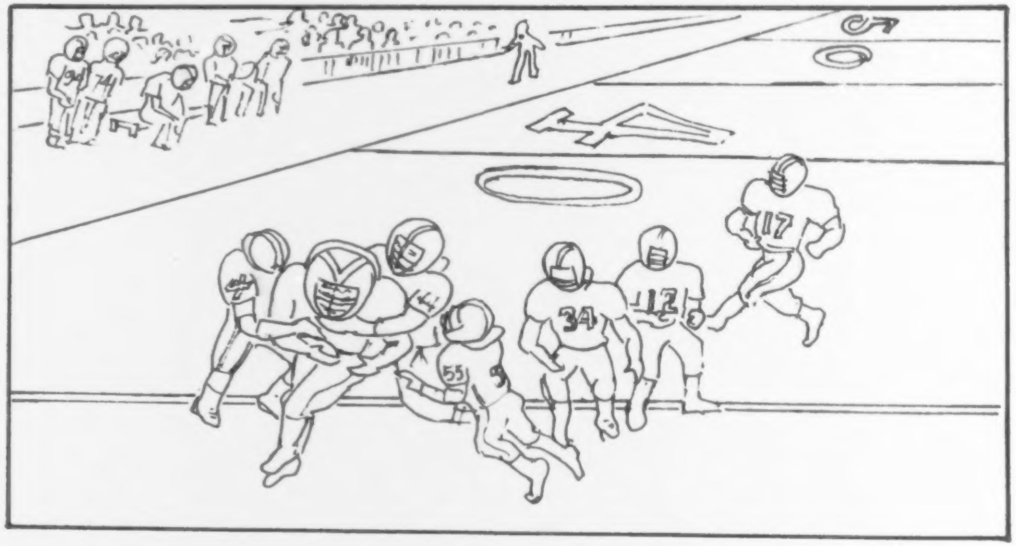
NAME OF MATERIAL : FOOTBALL

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A 1/2-cartolina sized colored illustration of a football game, showing the players up-close and a bird's-eye-view of the football field and stadium.

RATIONALE : Football is one of America's favorite sports. Its season is eagerly awaited, its greatest players regarded as national figures. Our young adult students will get a lot of exposure to the sport once they get to the U.S., but it's not a bad idea if they can get some of it, beforehand, in class. Being able to talk about football will help them in social situations.

WHERE AVAILABLE : IMS Materials Library



SUGGESTED TEACHING STRATEGY:

Compare and contrast American football with soccer: show the poster to the class; elicit the name of the sport illustrated; ask them if it's the same as the football they know, which is soccer; if it's not the same, how is it different?

Compare the uniforms and equipment used in both sports. This need not be researched as they are pretty clear in the illustrations. You may wish to borrow the poster on soccer at the same time, so the class can clearly see the differences.

Give the following questions to the students as homework:

How many teams play in each game?
How many members of each team play at one time?
How many referees officiate at each game?
When is the football season in the U.S.?
How long is the playing time for each game?
How big is its playing field?

Other Relevant Materials:

"American Sports," a video at the Learning Resource Centers, for the portion on football.
"Vietnam Today," slides at the Learning Resource Centers, for the slides on soccer.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

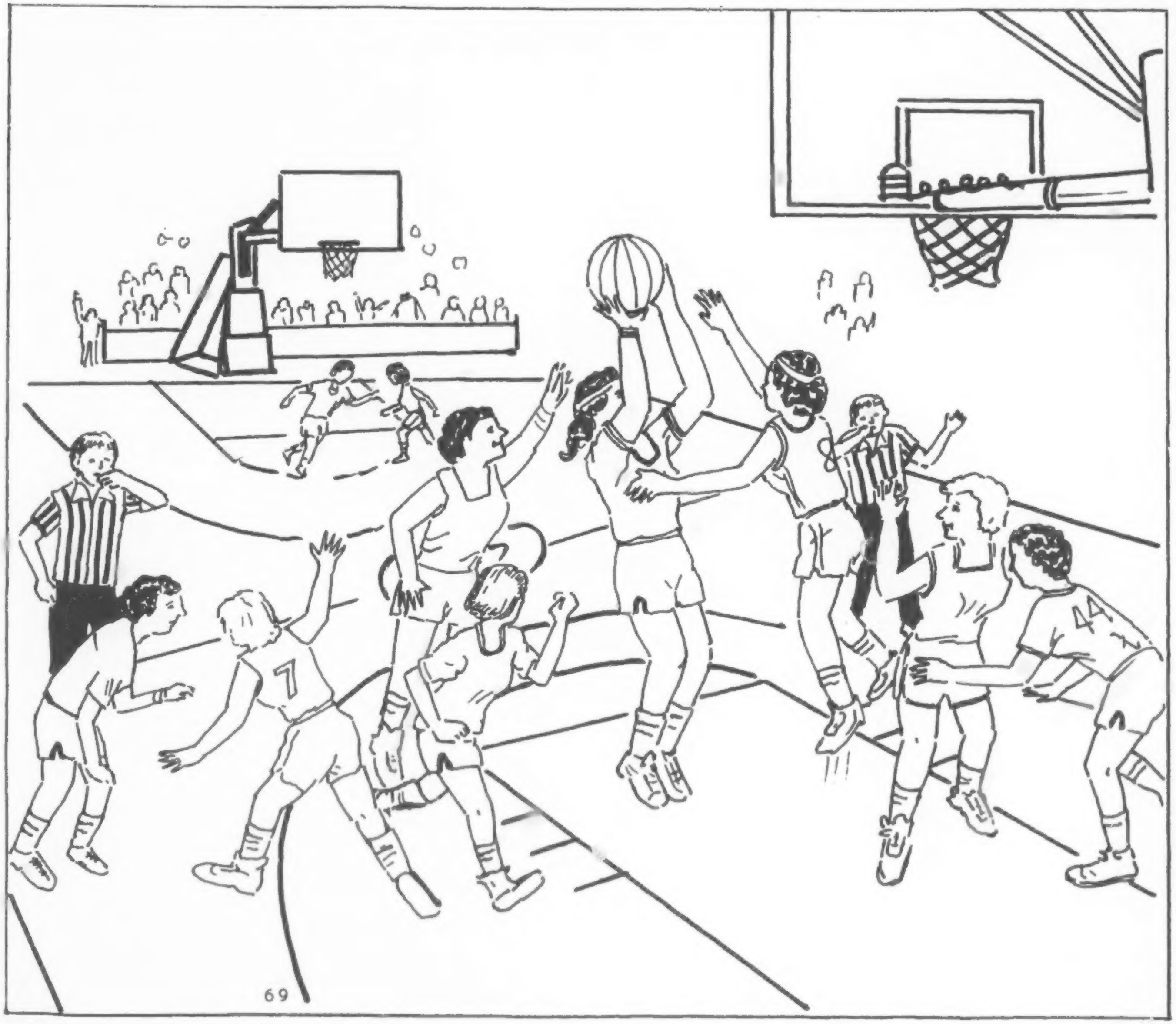
NAME OF MATERIAL : BASKETBALL

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A colored illustration of a basketball game in progress, played indoors and featuring female players.

RATIONALE : Basketball is probably the most popular sport in the world. It is one sport that can be played at any time of the year and is equally popular with men as with women, with the old as with the younger crowd, with the rich as with the poor. Its appeal is universal and its basic rules are relatively easy to understand. Knowing the language associated with basketball will be an advantage in social situations in the U.S.

WHERE AVAILABLE : IMS Materials Library



SUGGESTED TEACHING STRATEGY:

Bring to class magazines with plenty of pictures of different sports. Let the students look through them and tell you which sports are familiar to them. Chances are they'll say football (referring to both American football and soccer), swimming, cycling, volleyball, tennis (both lawn and table), chess, and basketball. Ask them which of these they often see being played in PRPC, where, and by whom. Basketball will surely be mentioned as its tournament is an annual event here.

Now show the poster. Ask the following questions:

What is this sport called?
How many teams play the game?
How many members of each team can play at one time?
How long (how many minutes) do they play?
Who are the two men wearing black pants and striped shirts?
How is scoring done?
Is basketball played a lot in Vietnam? Etc.

If you feel that the class needs more time to answer these questions, give them as homework, allowing them to ask around, go to YASP, to the libraries, to the Learning Resource Centers, etc.

Other Relevant Materials:

"American Sports," a video at the Learning Resource Centers, for the portion on basketball.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

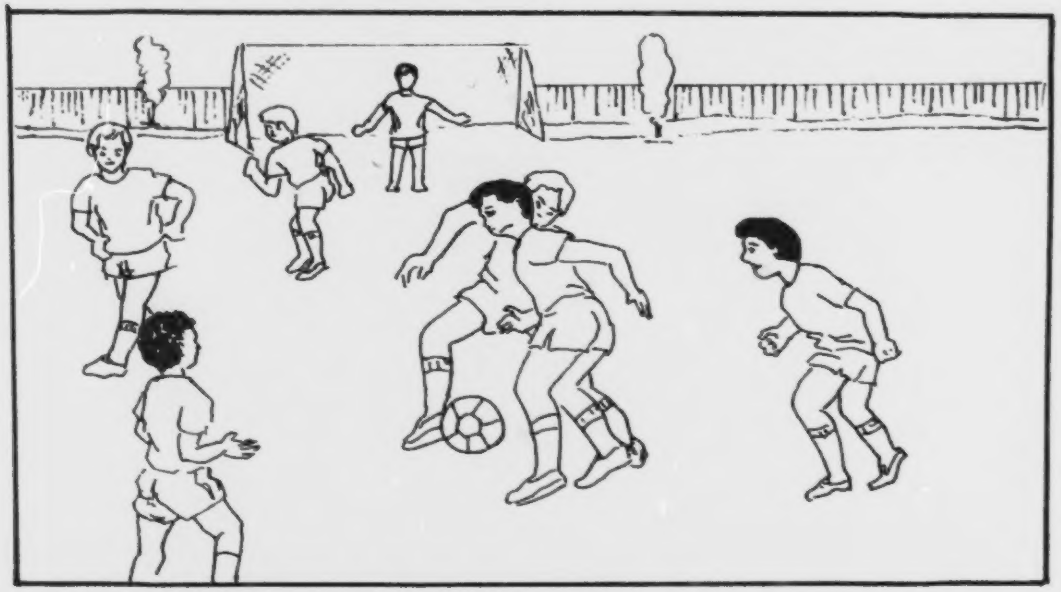
NAME OF MATERIAL : SOCCER

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A 1/4 cartolina-size colored illustration of several young men playing soccer on a soccer field.

RATIONALE : Soccer is a game most of our young adult students are familiar with. They call it football, as opposed to American football. They know the rules, the system of scoring, the champion teams in the world, even the names of some of the world-class soccer players like Maradonna, Pele, Platini, and Beckenbauer. This visual is guaranteed to generate a lot of language.

WHERE AVAILABLE : IMS Materials Library



SUGGESTED TEACHING STRATEGY:

Create a guessing game out of this visual. On a 1/2 sheet of manila paper, write down 2 or 3 sentences about the game of soccer. Describe the game without actually naming it. You might write that it's a game played by 22 people, usually men, 11 people in each group. They play with a round ball which they kick around and into a goal. Post this description on the board along with the visual with its back facing the students.

Tell the students that it's a drawing of a certain sport but they are not allowed to see it. They must guess it, though, by reading the accompanying description. Allow the students to decipher the clues by themselves. The first student(s) to make a correct guess will be asked to come forward and answer questions about the sport, from the teacher as well as the class. The teacher should pretend not to know too much about the game and might ask the following:

In which countries is soccer a very popular sport?
(Germany, Italy, France, Brazil, Argentina, Laos, Spain, England, to name a few)
What time of the year is it usually played?
Who are some of the most popular players you know?
Is soccer played in the U.S.?

Whenever a question is not answered, assign it as class homework, which they can report about the following class day.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

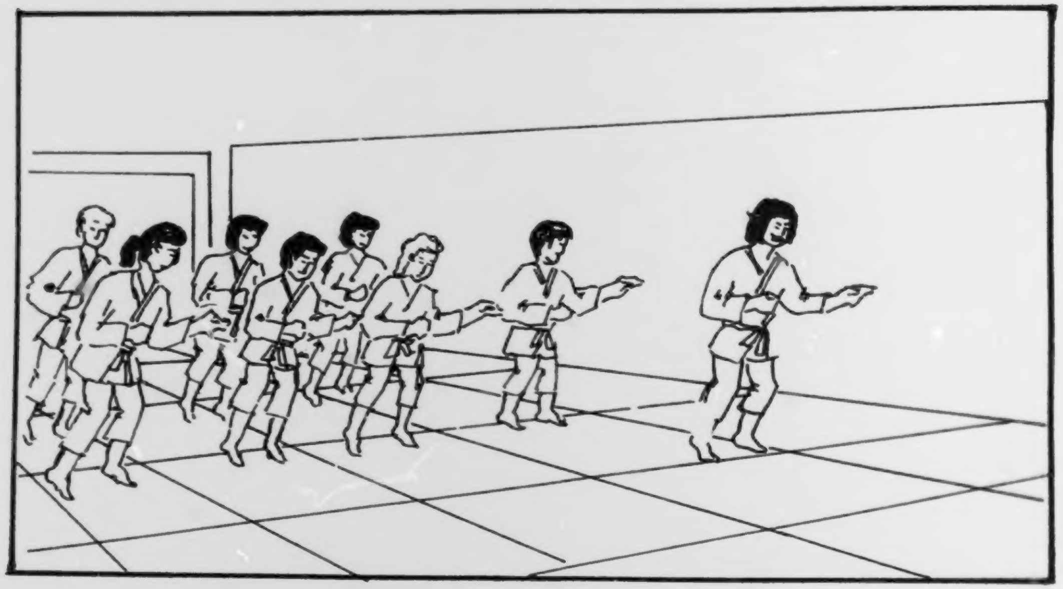
NAME OF MATERIAL : MARTIAL ARTS

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A 1/2-cartolina size poster showing a group of young people studying martial arts.

RATIONALE : Martial arts is a very popular leisure activity in the U.S., whether it's the Korean Tae-Kwan-Do, the Japanese Judo-Karate (as shown here), or the Chinese Kung-Fu. People pay for lessons in martial arts and movies made about them are well-received by U.S. audiences. Our students' fascination with martial arts guarantees that this material will generate a lot of language.

WHERE AVAILABLE : IMS Materials Library



SUGGESTED TEACHING STRATEGY:

Start by asking the students in which Asian country the art of Kung-Fu is most popular. Follow this up by asking if Kung-Fu has a big following in Vietnam.

Now show the poster. Elicit the form of martial arts shown here. In which country is it most popular? How different is it from Kung-Fu? Is it practiced in Vietnam? Does it employ any kind of weapon?

Here you may assign students to look up other Asian countries that have their own versions of Kung-Fu and Karate, like Korea and the Philippines. Let them find out and demonstrate some of the techniques used, which parts of the body are used, if any weaponry is employed, etc.

Give them ideas on where to do their research: the YASP centers, the Neighborhood Libraries, and the Learning Resource Centers.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

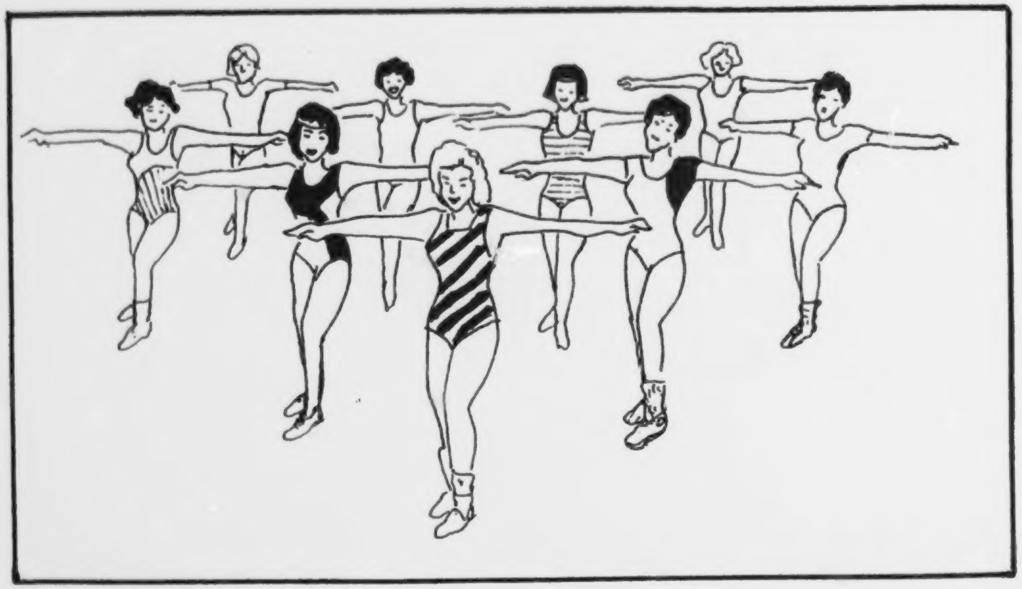
NAME OF MATERIAL : AEROBICS

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A picture of young women doing aerobic exercises.

RATIONALE : This visual can serve as the basis for a discussion about recreational activities in the U. S. Cultural points can also be included in a discussion about exercise and the importance of keeping fit.

WHERE AVAILABLE : IMS Materials Library



SUGGESTED TEACHING STRATEGY:

Show this visual and elicit students' ideas about aerobics. Ask them if they would like to learn to do aerobics. If they do, continue with the following. If not, turn to a discussion of the kinds of exercise they do enjoy.

Create your own exercise routine and give the directions to the students in English. Introduce unfamiliar vocabulary in context, during a demonstration of the exercises. Once the students are comfortable with the exercises and the language used, they can take over the role of exercise leader, rotating each day.

Possible language to include:

turn to the right
turn to the left
walk/go ____ (straight, etc.)
touch your head
(etc.)

Prepared by:
Mayet Amular

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

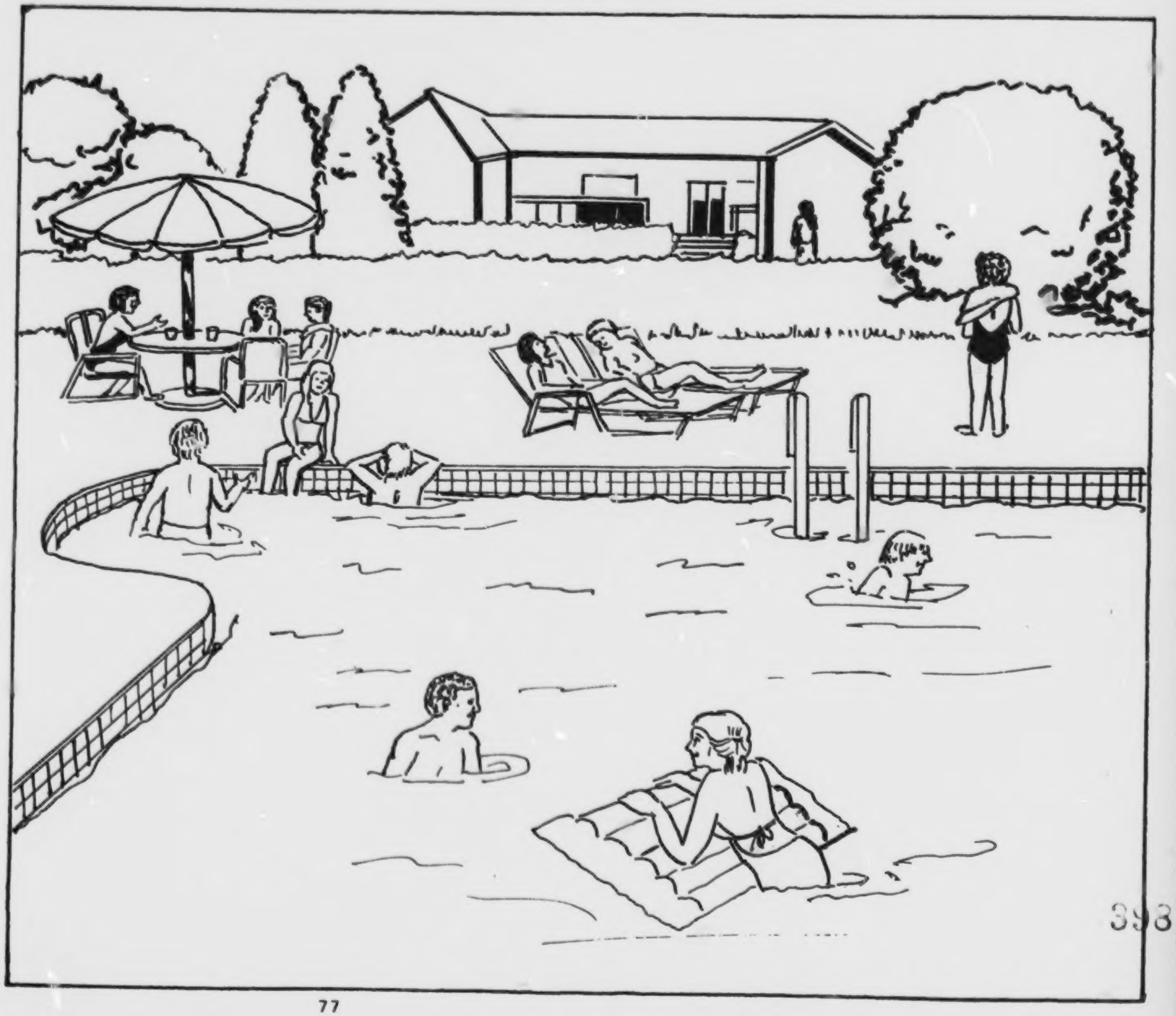
NAME OF MATERIAL : SWIMMING

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A colored illustration of a swimming pool with a dozen people enjoying the sun and the water.

RATIONALE : Swimming is one of the best forms of exercise. It is a popular summer sport in the U.S. and most towns have public pools. Becoming familiar with the language related to swimming may help our students in some social situations.

WHERE AVAILABLE : IMS Materials Library



SUGGESTED TEACHING STRATEGY:

Show the poster to the class. Ask the students where the people in the picture are. Elicit the different activities they can see in the picture: swimming, talking, drinking, and sunbathing. Discuss the attire and other swimming paraphernalia. Ask the students where else they could go if they want to go swimming: the beach and the stream. Are there beaches and streams in the PRPC area? Have they gone swimming there? How about in a swimming pool? What else did they bring aside from their swimsuits? Where in the U.S is swimming a favorite pastime?

Now divide the class into small groups of 2-3 members. Distribute pens and manila paper. Let them compare and contrast swimming in a pool, in a stream or river, and at the beach. Write the following questions on the board to serve as their guide:

Where is it safest to swim: in a pool, in a stream, or at the beach?
Where is swimming most fun?
Aside from swimming, what else can you do at the beach that you can't do in a pool or stream?
Do you need to pay to go swimming in a stream? At the beach? In a pool?

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE FOR YOUNE ADULTS

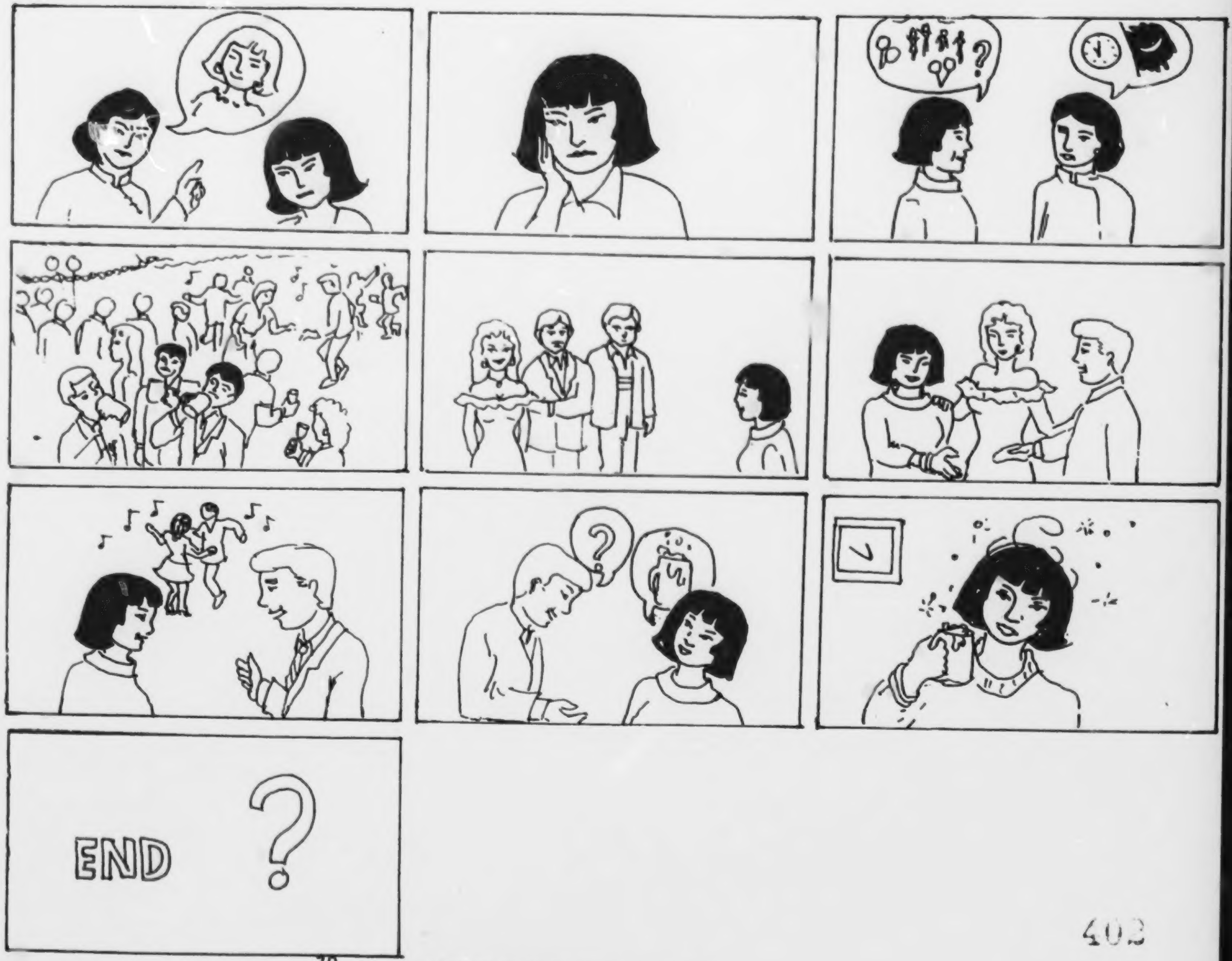
NAME OF MATERIAL : PICTURE STORY: "DAI"

CONTRIBUTOR : David Ingels

DESCRIPTION : A set of 10 visuals, each divided into 2: the upper portion showing the picture, the lower one, the text. The main theme is a young Vietnamese woman's desire to fit in in American culture, much to the consternation of her mother.

RATIONALE : Many of our students will find themselves in similar situations when they reach the U.S. Examples of intergenerational conflicts such as this occur not only in Southeast Asian culture but in all cultures. Being able to discuss problems such as this in English will enable our students to express their concerns to people in the U.S. who may be able to give them support.

WHERE AVAILABLE : IMS Materials Library



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SUGGESTED TEACHING STRATEGY:

Show the pictures, rather than the text, to the students first. Start with picture #1. Ask them what they see, who they think these two women are, their nationality, and what they are arguing about (focus on each woman's facial expression). Let the students guess the young woman's age as this is a vital part of the story.

Go to the next picture. Why does Dai look so forlorn?

Do the same thing for the rest of the pictures (until the 9th).

Show the last frame (the one with the question mark), then ask the students what they think happened to Dai afterwards. After the students have given their opinion, show the lower portions (the text) of each picture. Encourage the class to read with you, and discuss all the vocabulary the students don't understand. To make the story complete, ask the students to write the text for the frame with a question mark on it. Give them guide questions such as:

Will Dai make it home before 11:00?
How will she go home?
Where will she sleep?

Students' written work can serve as a basis for discussing their views about dating, interracial friendships, parent-child conflicts, the right age to wear make-up and jewelry, curfew time, provocative clothes, courtship, and premarital sex. Comparison of Vietnamese and Filipino customs can also be done.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

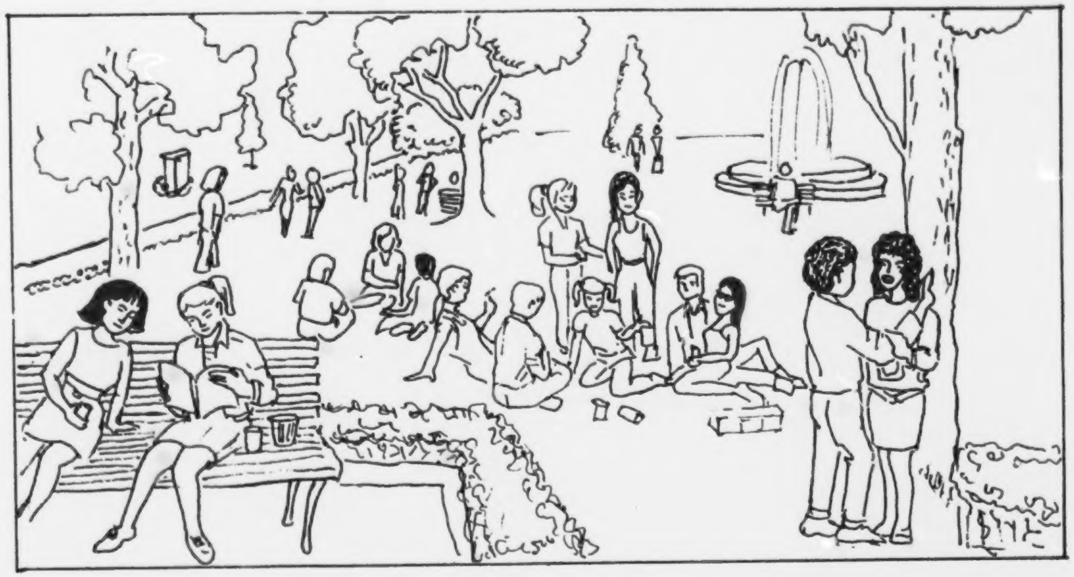
NAME OF MATERIAL : AT THE PARK

CONTRIBUTOR : Young Adult Curriculum Committee

DESCRIPTION : A poster-size drawing of scenes in a park.

RATIONALE : Young adults often spend time with friends in parks because they're free and easily accessible. Developing the language related to public parks and other inexpensive recreation may help them in social situations when they're in the U.S.

WHERE AVAILABLE : IMS Materials Library



SUGGESTED TEACHING STRATEGY:

Discuss with students their favorite places for spending free time.

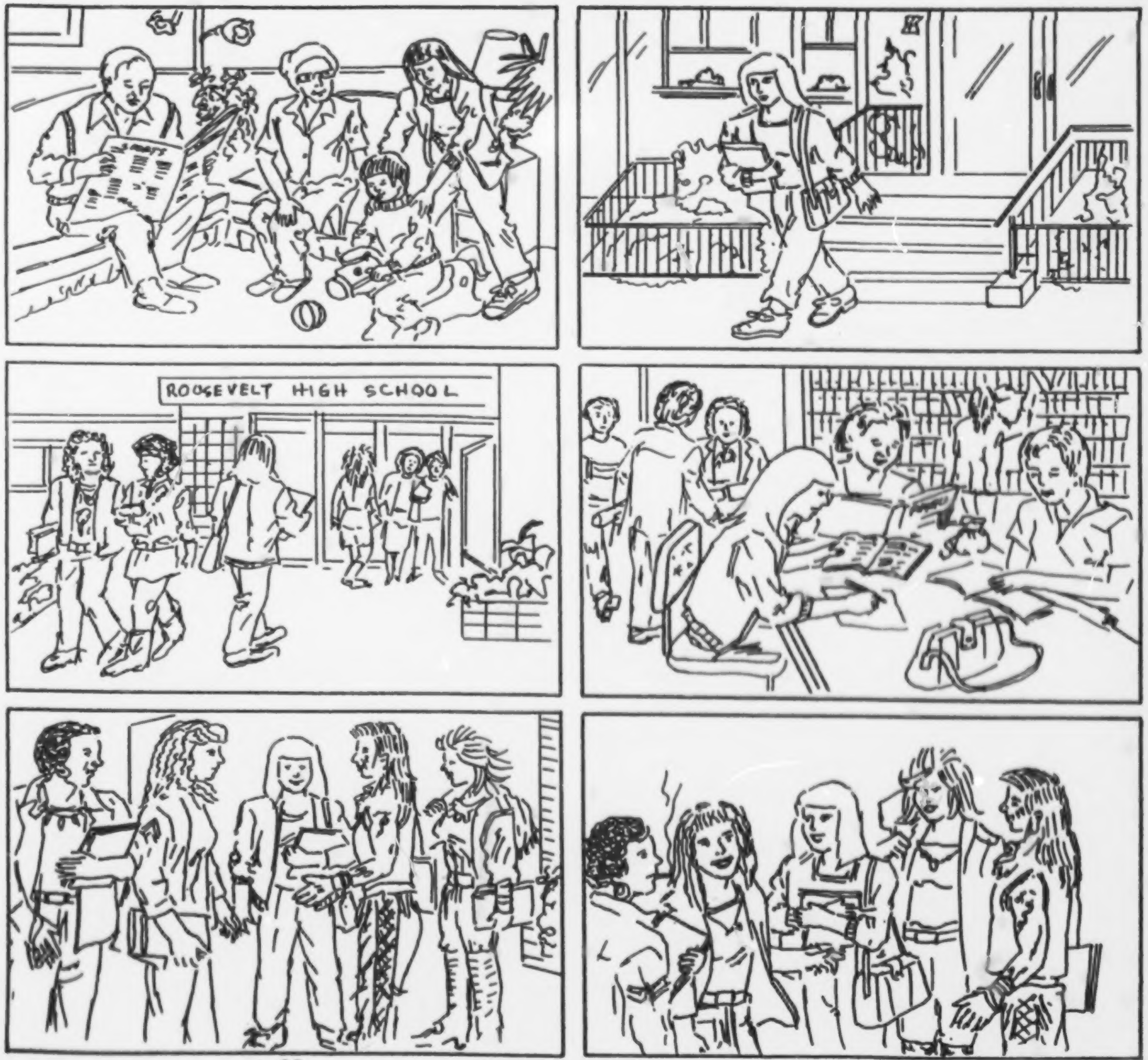
Show the visual and let students react to the picture. Let the students write their reactions on the board.

Focus their attention on the different scenes and elicit their reactions. Write what they say on the board until they have come up with a short story. The teacher can assist by asking leading questions.

Ask the students to choose their favorite scene and let them create their own stories.

Prepared by:
Mayet Amular

UNIT	: SOCIAL LANGUAGE FOR YOUNG ADULTS
NAME OF MATERIAL	: INTER-GENERATIONAL CONFLICT
CONTRIBUTOR	: Richard Cleveland
DESCRIPTION	: A set of 11 pictures shows the conflict that arises when the elder daughter of a middle-aged Vietnamese couple is befriended by a group of American teenagers. Her parents believe that she has been influenced by her new peers in her manner of dress, speech, and behavior.
RATIONALE	: One of the biggest problems a young adult refugee faces when s/he gets to the U.S. is peer pressure. Faced with a new reality, the young refugee may becomes involved with people of whom his/her parents disapprove. Developing language related to inter-generational conflicts can help young adults express their concerns to people in the U.S. who may be able to give them support.
WHERE AVAILABLE	: IMS Materials Library, Learning Resource Centers



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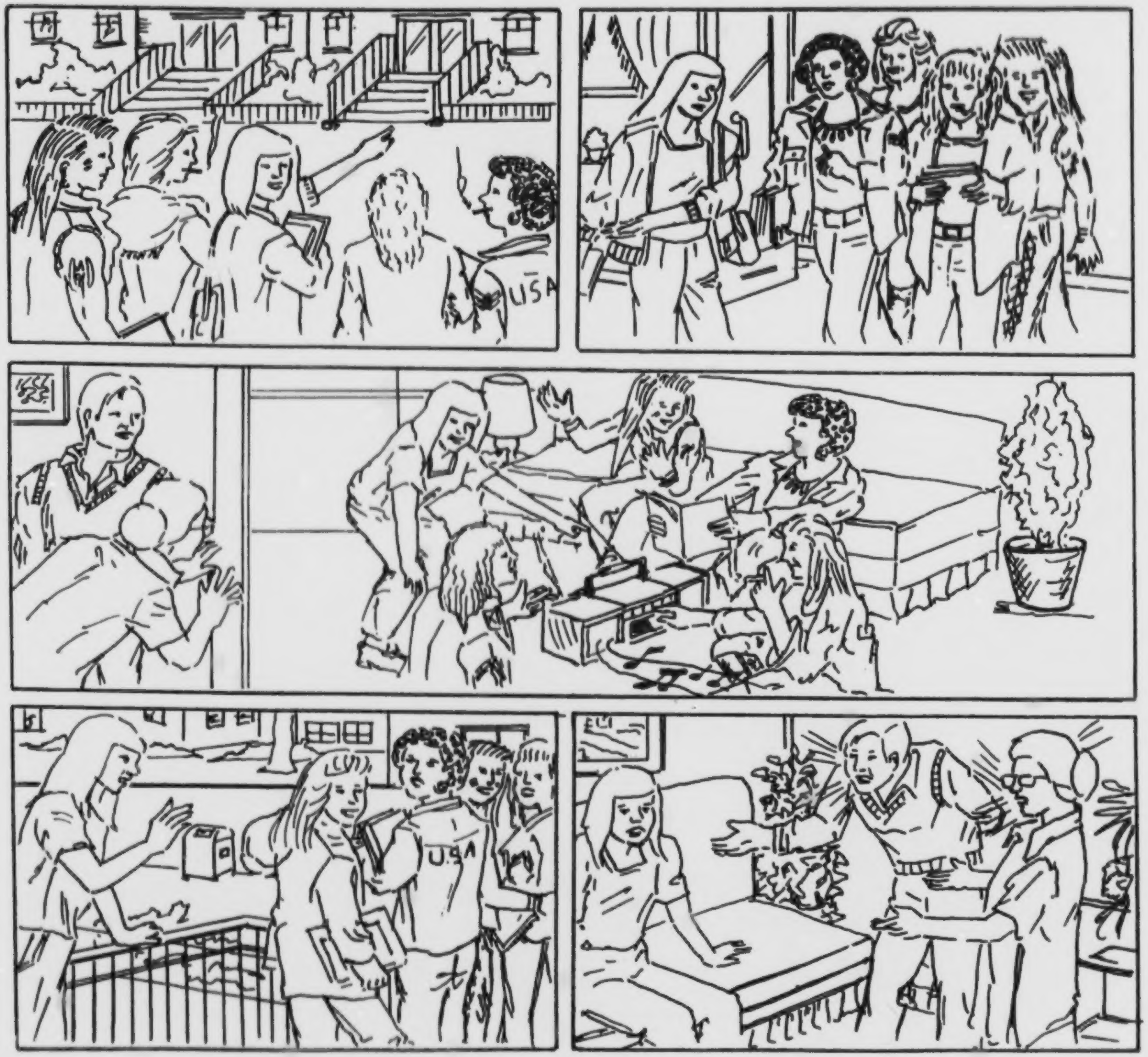

USA
U.S.A

SUGGESTED TEACHING STRATEGY:

As with most picture-stories, the teacher can start this one by a picture-by-picture description, to be done by the students. This gives students a chance to use previously-learned vocabulary. It likewise enables the teacher to introduce new ones. The sequencing can be done by the students themselves.

Some cultural points can be raised and discussed, notably the manner of dressing. There are times when a person's outfit is similar to the standard get-up of a sub-cultural group (e.g. leather jackets, boots, gloves, and weird haircuts are ingredients of a punk's wardrobe); therefore s/he becomes identified with that group even if that's not his/her intention.

Another cultural point that can be discussed is the tendency of many of our young students to imitate what other young people do without fully weighing the consequences. For example, they may think that forming gangs is hip, so they join the first one that takes them in. They may also think that smoking, especially in public, is cool, but when they get to the U.S., they'll realize that "No Smoking" rules are enforced in most public places.

Discuss peer-pressure. What would they do if their new friends pressured them to do something they really didn't want to do? The students can generate a list of possible responses.

Discuss parental pressure. What would they do if their parents pressured them to stay away from their new friends? Again, the students can generate a list of possible responses.

The above lists could be used as a basis for debates among class members. Debate positions could be prepared as homework, or they could be worked on in class in groups.

Prepared by:
Liza Revita

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

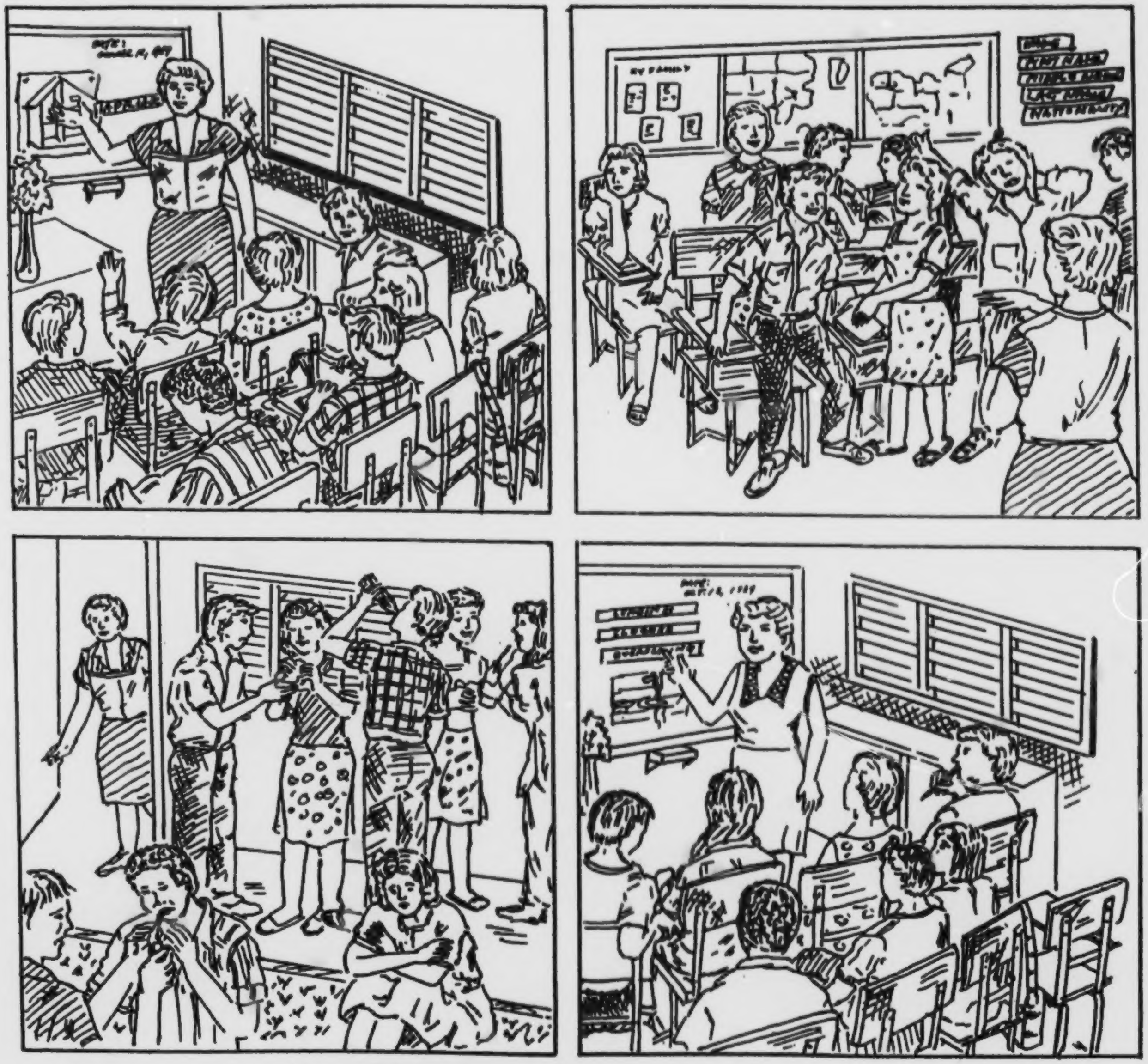
NAME OF MATERIAL : WHAT'S THE PROBLEM?

CONTRIBUTOR : Richard Cleveland

DESCRIPTION : A picture story consisting of 8 frames, depicting a student problem.

RATIONALE : This material allows students to relate their own problems to those depicted in the visuals.

WHERE AVAILABLE : IMS Materials Library



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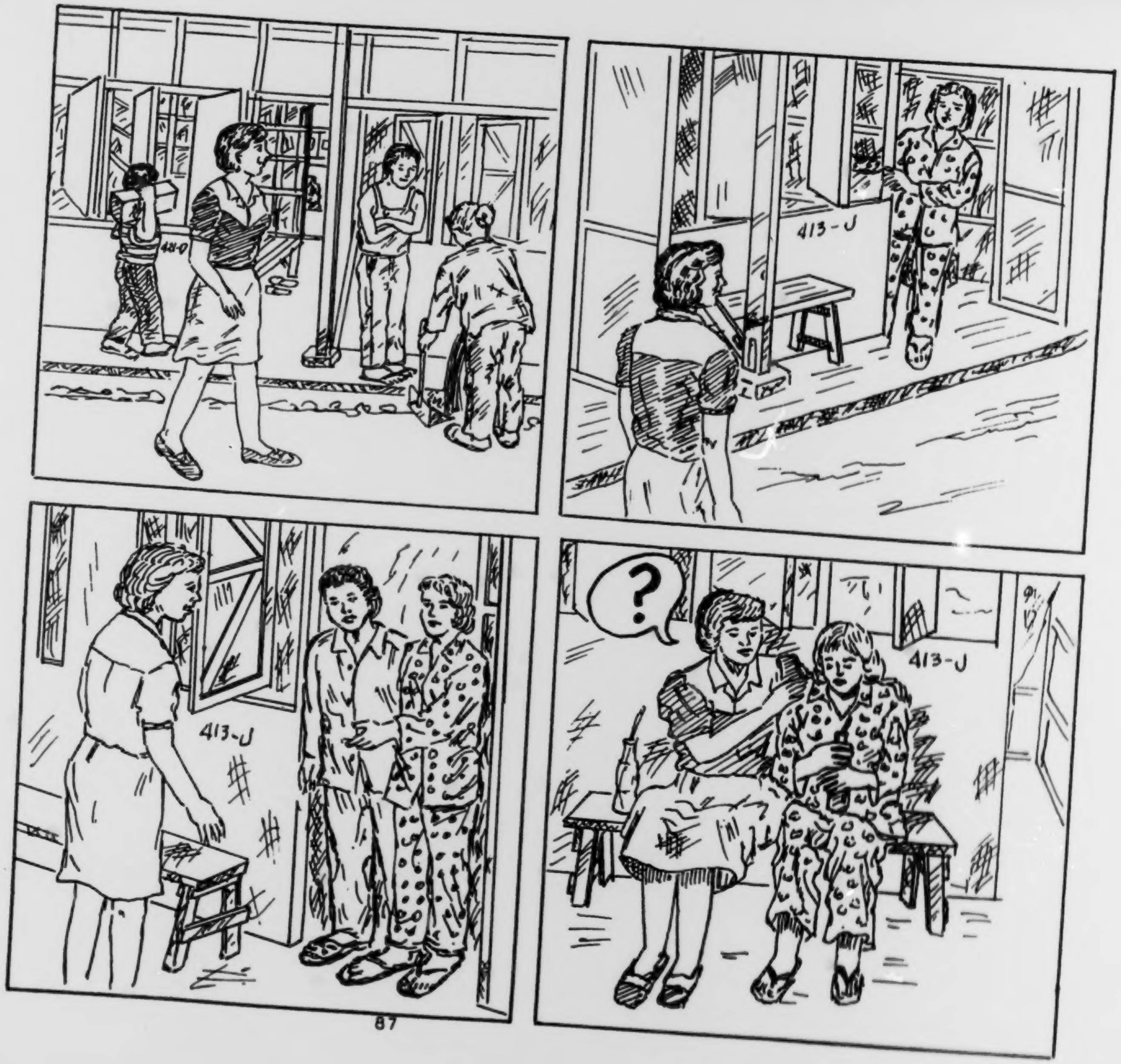
413-J
413-J
413-J
?
413-J

417

418

SUGGESTED TEACHING STRATEGY:

Show the first picture and post it on the board. Ask the students what they see.

Post the second picture, but with its back facing the students.

Ask the students to guess what comes next. Let them speculate and predict.

Show the picture and let the students compare their guesses with what is depicted in the visual. Ask them how they came up with their ideas.

Follow the same procedure through the last picture.

Students come up with their own problem in a real-life situation. Ask the students to write them down, or the class may discuss them. You may want to pose the question, "If you were in this student's place, what would you do?"

Prepared by:
Mayet Amular

LEARNING RESOURCE CENTER MATERIALS

LEARNING RESOURCE CENTER MATERIALS

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INTRODUCTION

This section of the Strategy Notebook, Part II, contains a sampling of the instructional materials available at the Learning Resource Centers (LRCs). A wide range of materials are available at the LRCs, including audiotapes, videotapes, slide sets, games, and many open-ended reading and writing materials. However, this section includes examples only of audiotapes, games, and open-ended reading and writing materials. Please see the two sections which follow this one, Photos and Slides, and Videos, for a description of the slide sets and the videotapes available at the LRCs. While the materials have been presented here in separate sections, they are all housed at the LRCs and are intended to be used in a mutually supportive way during LRC scheduled classtime.

The purpose of the LRC is two-pronged: 1) to serve as an extension of the classroom in helping students grow in all areas of language use, and 2) to serve as a laboratory in which teachers share with each other and experiment with new ideas in language instruction. Students are given choices about what they want to experience, and teachers are given choices in offering students either language experiences not possible in their classrooms or experiences which the teachers themselves had not yet developed as part of their own instructional repertoires. Teachers are encouraged to share their lesson and material ideas with each other, through the LRC Committee* and through workshops which have been held at various points throughout the LRCs' history, thus making the LRCs one of the hands-on professional growth laboratories of the department.

While there are suggested lesson plans included with most of the materials at the LRCs, these plans should not be viewed as prescriptions for using the materials. Rather, they should be viewed as ideas to spur teachers' thinking about how best to work with their particular students. The materials at the LRC were designed to help teachers help students of varying levels and interests to take risks in learning something new about English.

Grateful acknowledgement goes to Celsa Alojado, LRC Coordinator and chairperson of the LRC Committee, to the many teachers and supervisors who are members of the LRC Committee, and to the LRC clerks, who made this section of the Strategy Notebook, Part II, possible.

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* More information about the LRC and the LRC Committee can be found in the ESL-AB Handbook.

UNIT : ALL

NAME OF MATERIAL : DART BOARD GAME

CONTRIBUTOR : Adlai Castigador

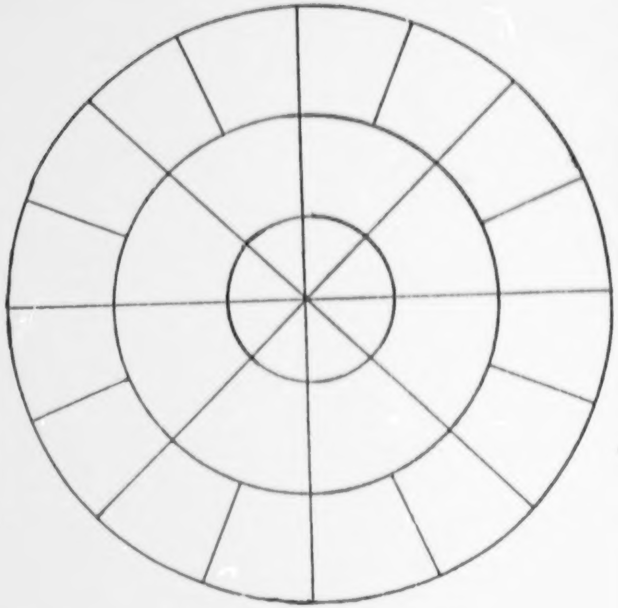
DESCRIPTION : This game consists of a dart board, darts, and questions which are color coded by topic. The colors match the colors on the dart board.

RATIONALE : The dart game is a fun way to integrate the language arts. The questions in the game encourage critical thinking.

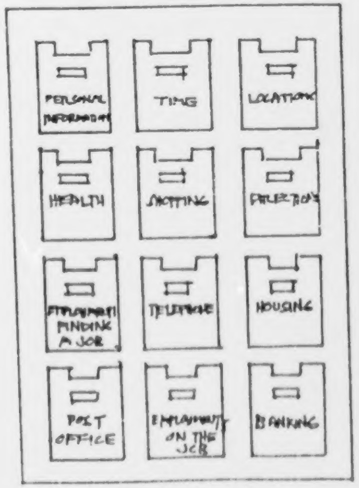
WHERE AVAILABLE : Learning Resource Centers

INSTRUCTIONS

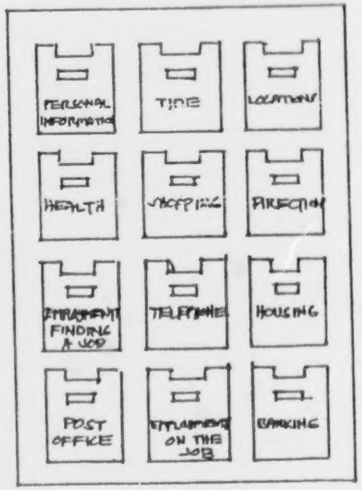
1. Throw the dart.
2. If you hit the center (black) you get a prize.
3. If you hit the other colored parts answer the color-coded envelopes
4. You can have options
   10 pt. questions - EASY
   20pt. questions - FAIR
   30 pt. questions - DIFFICULT



10 - POINT QUESTIONS


PERSONAL INFORMATION
TIME
LOCATIONS
HEALTH
SHOPPING
DIRECTIONS
EMPLOYMENT FINDING A JOB
TELEPHONE
HOUSING
POST OFFICE
EMPLOYMENT ON THE JOB
BANKING

20- POINT QUESTIONS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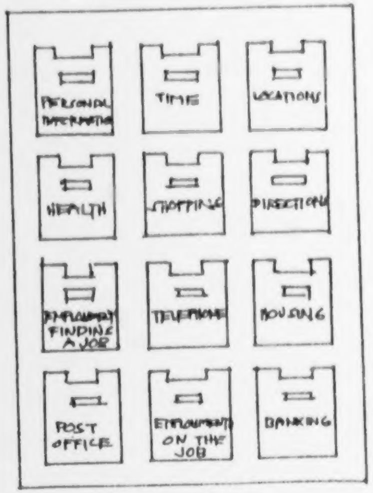
LOCATIONS
HEALTH
SHOPPING
DIRECTIONS
EMPLOYMENT FINDING A JOB
TELEPHONE
HOUSING
POST OFFICE
EMPLOYMENT ON THE JOB
BANKING

30- POINT QUESTIONS


PERSONAL INFORMATION
TIME
LOCATIONS
HEALTH
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DIRECTIONS
EMPLOYMENT FINDING A JOB
TELEPHONE
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POST OFFICE
EMPLOYMENT ON THE JOB
BANKING

SUGGESTED TEACHING STRATEGY:

Students first read the instructions of the game.

1. Throw the dart.
2. If you hit the center (black) you get a prize.
3. If you hit the other colored parts, choose a question from the color-coded envelopes.

10 pt. questions - easy
20 pt. questions - fair
30 PT. questions - difficult

Students throw the darts. If the bull's eye is hit, the student is given a prize and is not required to answer a question.

If the student hits any of the surrounding colors,s/he chooses a card from the packets on the wall. Each packet has a title and color that corresponds to the colors on the dart board. The student also decides whether to choose from the 10, 20, or 30 point questions.

If s/he answers correctly, the student is entitled to another throw. If not, his/her peers can help and the next throw is given to the next person in line. The student who gets the most points wins the game.

Sample questions and tasks are:

Describe yourself.
Tell me about yourself.
Why did you leave your country?
If your salary were $1000, what would
    you do with it?
What would you do if a robber borke
    into your house?
What kind of house do you want in
    the U.S.?

Follow-up:

Have students compare this game with games in their native country. Ask students to write about games in their native country. Post their work on the classroom walls or have students compile them in a book.

Prepared by:
Adlai Castigador

UNIT : PERSONAL INFORMATION, TIME

NAME OF MATERIAL : MEMORY WHEELS

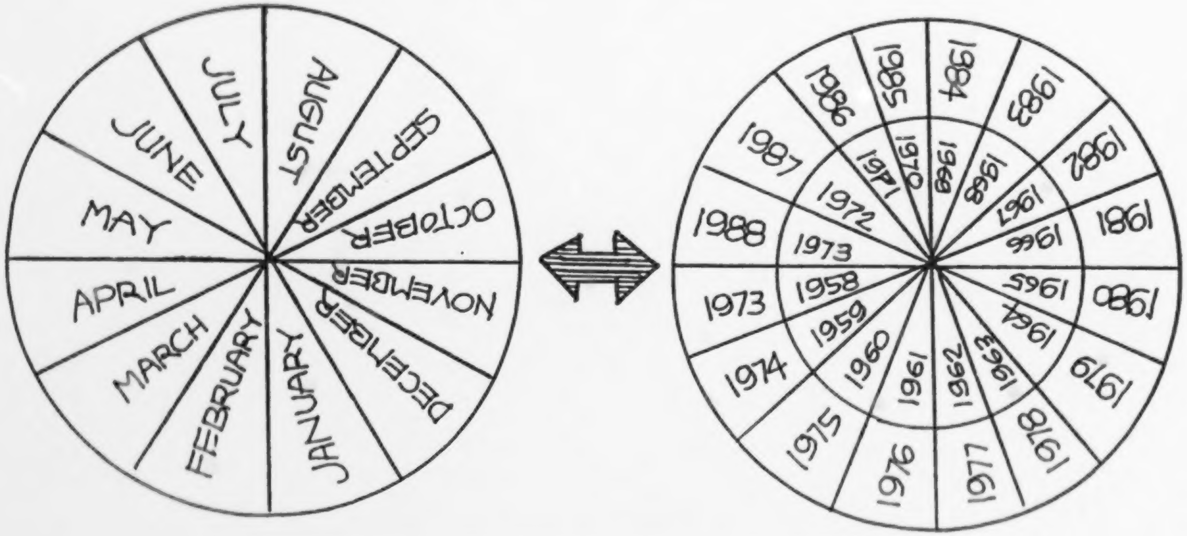
CONTRIBUTOR : Veronica Esposo

DESCRIPTION : Two roulettes are mounted on a board. The left roulette is divided into 12 parts, each slice colored differently. Each slice is labelled with the abbreviated form of each month, e.g. JAN for January, DEC for December, etc. The right roulette has small and big circles. Both inner and outer circles are divided into 16 parts. Each slice is labelled with a year, e.g. 1958, 1990, etc. One slice, therefore, has two years, as the inner circle has 1 year and the outer has another.

RATIONALE : This material serves as an assessment tool in asking and answering questions. Its significance lies in the conversation the students will engage in, as stimulated by the memory wheels. Aside from using the English language in free conversation, the students can get to know about each other's past. It will undoubtedly generate a lot of language among the students.

WHERE AVAILABLE : Learning Resource Centers

MEMORY WHEELS


JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
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FEBRUARY
MARCH
APRIL
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JUNE
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1970

1. What happened?
2. Where did it happen?
3. When did it happen?
4. Why did it happen?
5. Who were you with?

SUGGESTED TEACHING STRATEGY:

Choose one student. Instruct him/her to turn both roulettes simultaneously using his/her left and right hands. The arrow mounted between the 2 roulettes will point to a certain month on the left roulette, and 2 years on the right roulette. Ask the student which of the 2 years s/he wants to recall. S/he is then given time to recall the events that took place in his/her life in the specified month and year. S/he then proceeds to story-telling, relating everything s/he remembers about the given date. After the story-telling, his/her peers can ask the following questions, or formulate their own:

What happened?
When did it happen?
Who was with you?
Why did it happen?
Where did it happen?
How did it happen?

Allow the students to converse as long as they want about the events. When the story is clearly understood, other students can take their turns.

Prepared by:
Veronica Esposo

UNIT : SOCIAL LANGUAGE

NAME OF MATERIAL > VIDEORAMAS

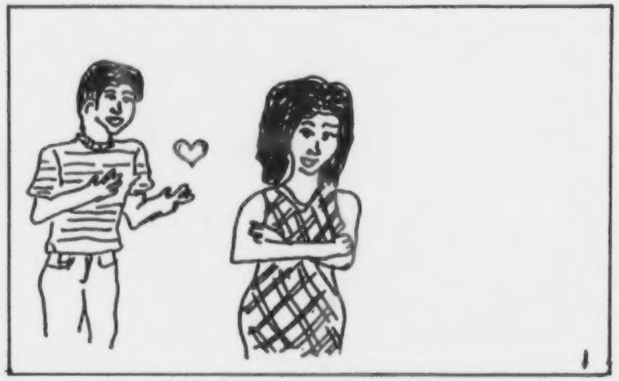
CONTRIBUTOR : Veronica Esposo
Linda Dumo

DESCRIPTION : Videoramas are illustrated stories on rolled paper, placed on a spindle inside a box. The material simulates a TV screen. Students turn a handle to wind the roll from one story frame to the next. As the title indicates, this videorama is a love story.

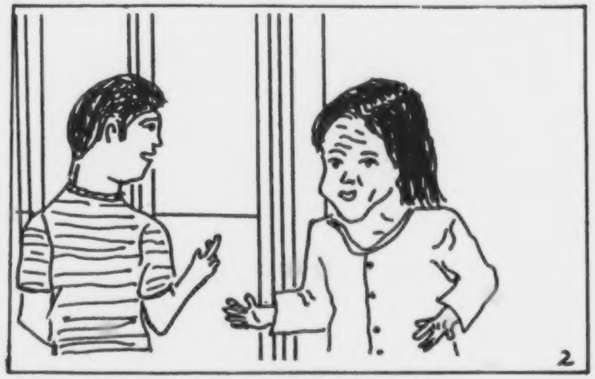
RATIONALE : Videoramas have all the instructional advantages of stories in any format. Putting stories in a videorama format simply provides an interesting variation in the way a story is presented.

WHERE AVAILABLE : Learning Resource Centers

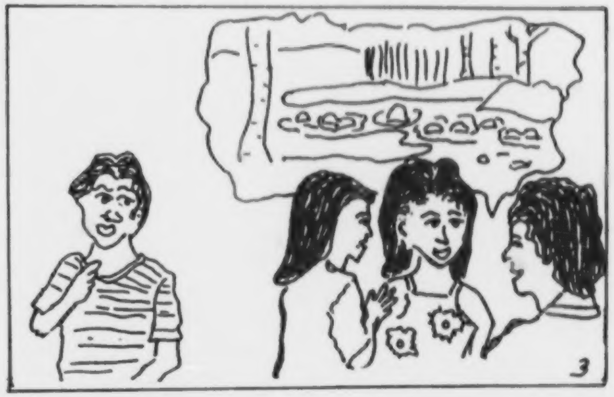
TITLE : Dao and Loan's Love Story
CONTRIBUTOR : Veronica Esposo
Linda Dumo



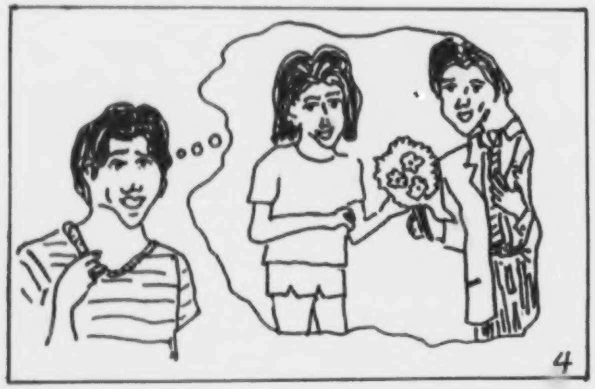
Dao was in love with Loan but Loan didn't like him.



Whenever he visited her, she was not home.



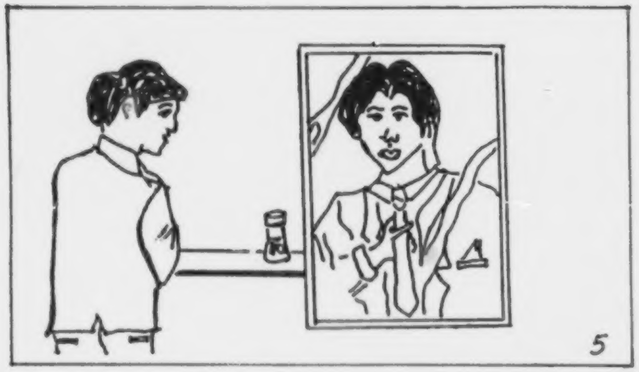
One day, Dao heard that Loan was going to the stream with her friends.



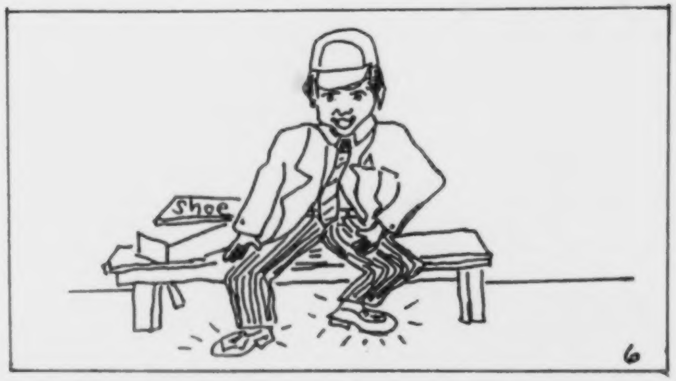
Dao wanted to see her and give her flowers.

VIDEORAMAS (CONT.)

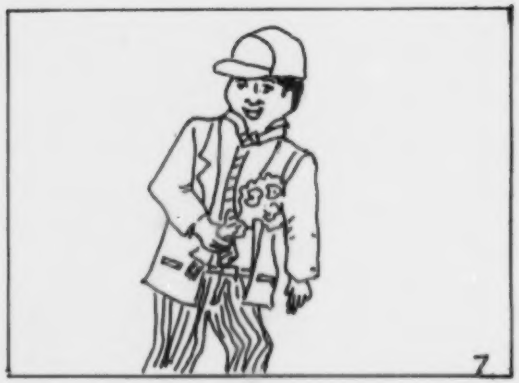
Dao and Loan's Love Story (Cont.)



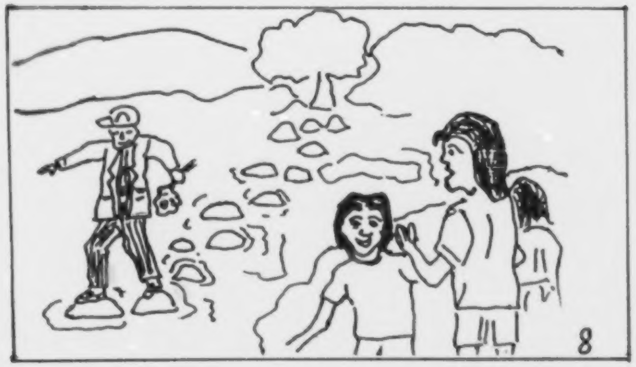
He put on his coat and tie.



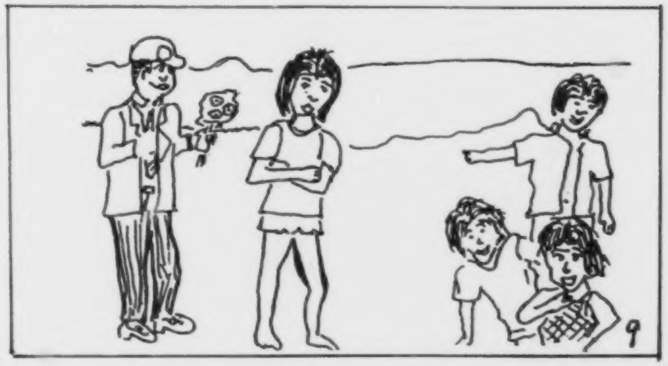
He wore his new pair of shoes and a hat.



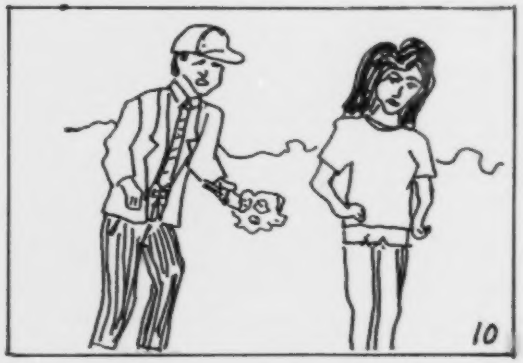
He was very handsome.



At the stream, Loan was surprised to see Dao.

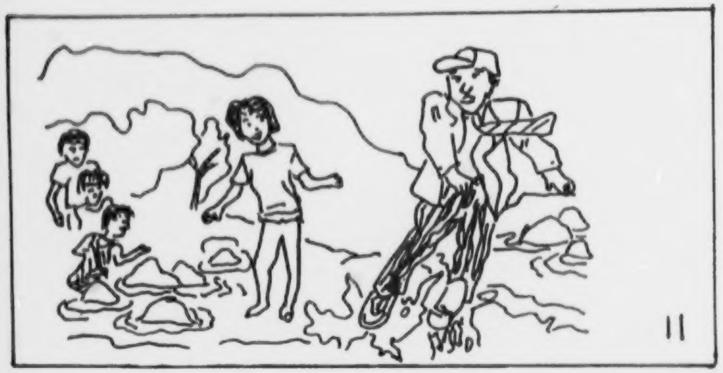


Her friends laughed at him. They all laughed and teased him.

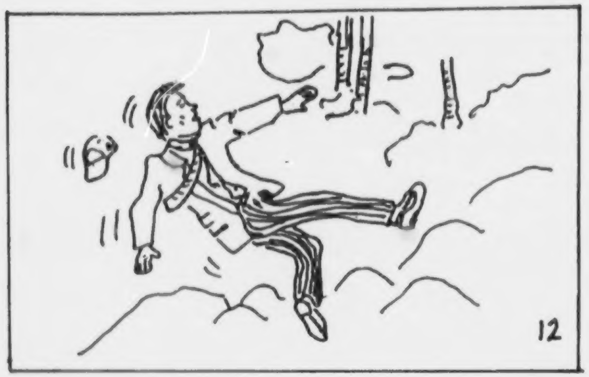


He felt very bad.

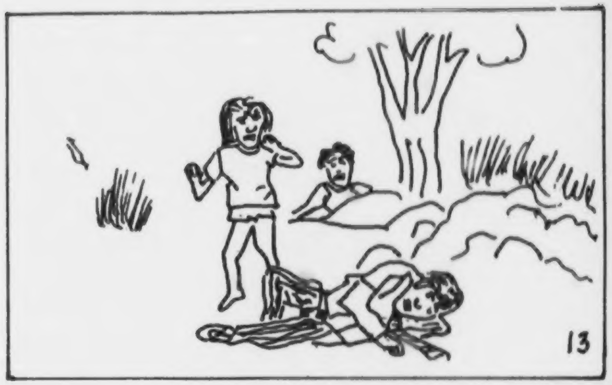
VIDEORAMAS (CONT.)
Dao and Loan's Love Story (Cont.)



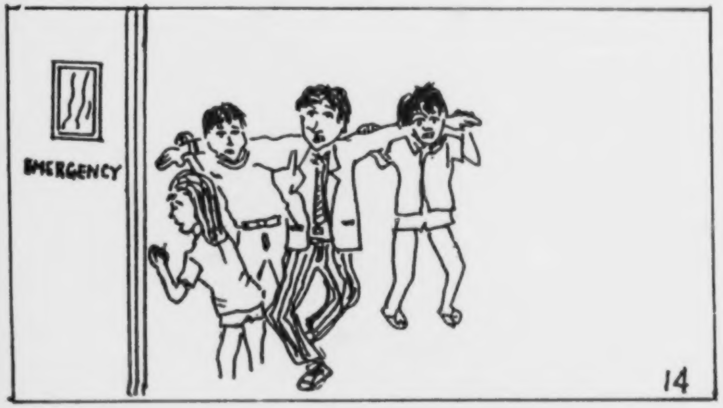
He ran back home.



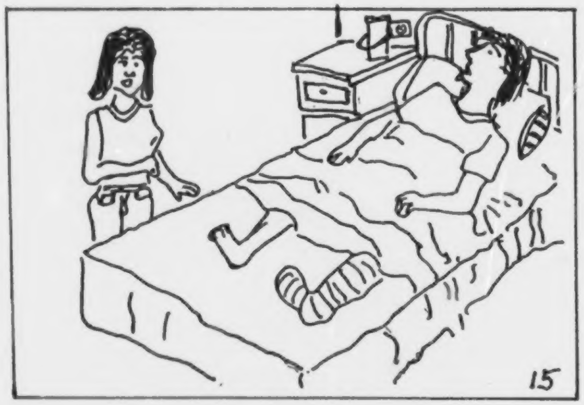
The mountains were slippery. Dao fell down and broke his leg.



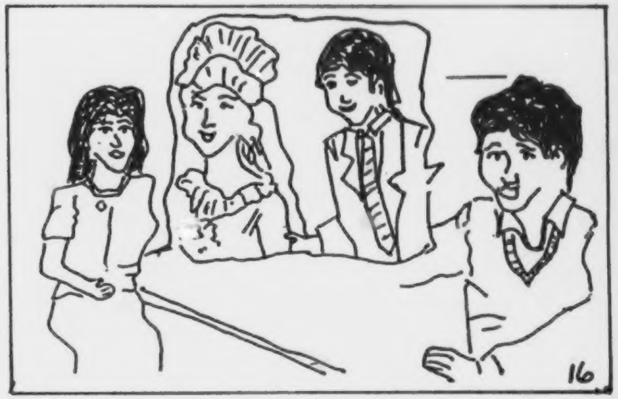
Loan got scared.



She and her friends took Dao to the hospital.



She took care of him until he was well.



When Dao was out of the hospital, he asked Loan to marry him. Should she marry him?

VIDEORAMAS (CONT.)

TITLE : Thu's Problem
CONTRIBUTOR : Veronica Esposo
Linda Dumo

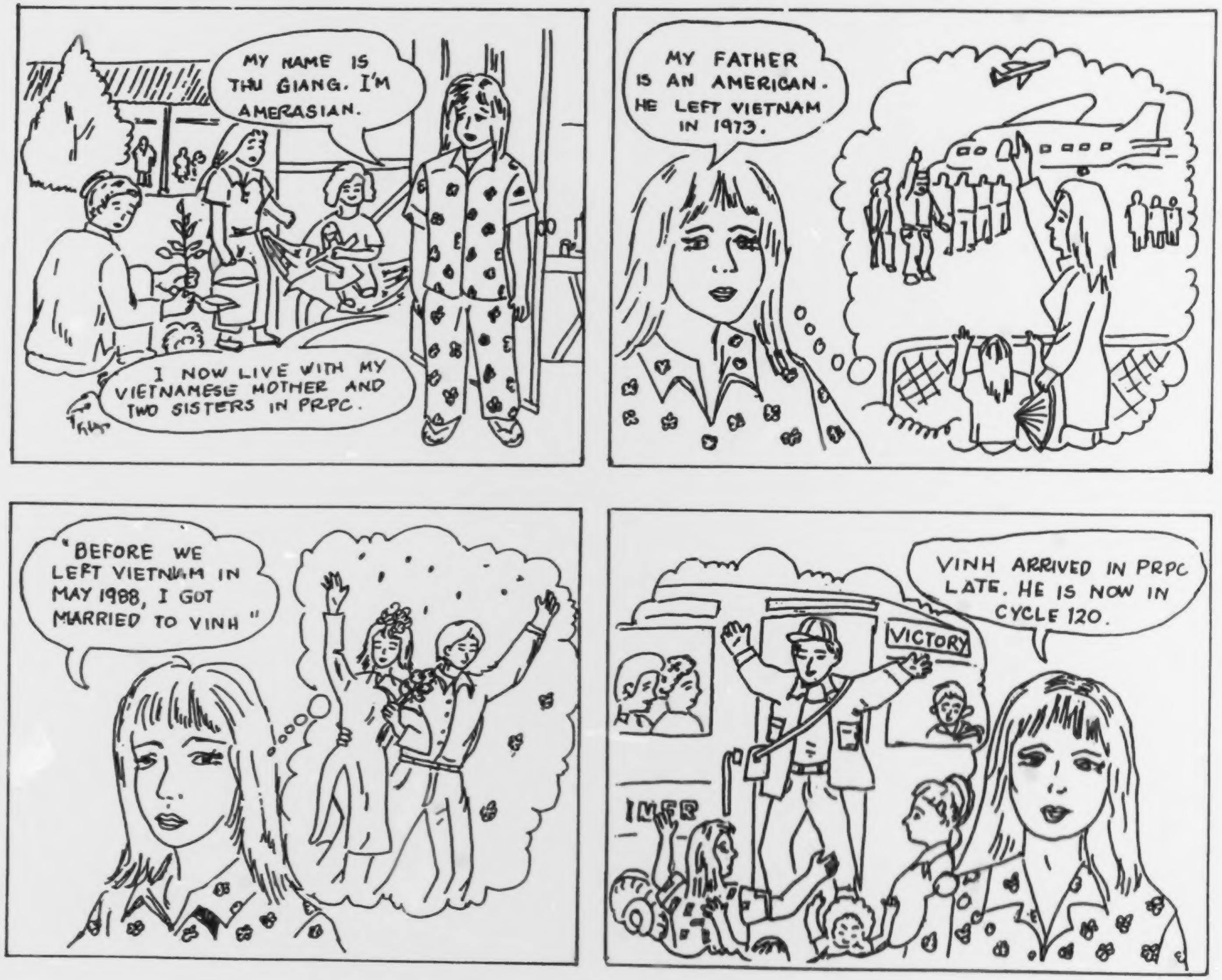
My name is Thu Giang.
I'm Amerasian.

I now live with my Vietnamese mother and two sisters in PRPC.

My father is an American.
He left Vietnam in 1973.

Before we left Vietnam in May 1988,
I got married to Vinh.

Vinh arrived in PRPC late.
He is now in cycle 120.


MY NAME IS THU GIANG. I'M AMERASIAN.
I NOW LIVE WITH MY VIETNAMESE MOTHER AND TWO SISTERS IN PRPC.
MY FATHER IS AN AMERICAN. HE LEFT VIETNAM IN 1973.
"BEFORE WE LEFT VIETNAM IN MAY 1988, I GOT MARRIED TO VINH"
VINH ARRIVED IN PRPC LATE. HE IS NOW IN CYCLE 120.
VICTORY

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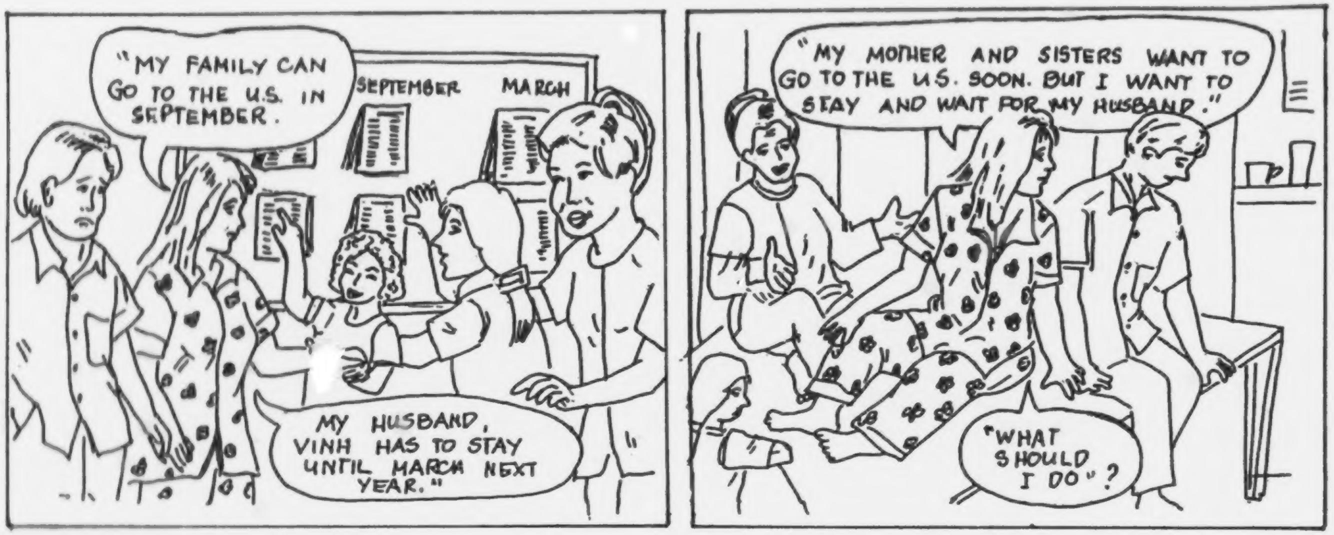
VIDEORAMAS (CONT.)

My family can go to the U.S. in September. My husband, Vinh, has to stay until March next year.

My mother and sisters want to go to the U.S. soon. But I want to stay and wait for my husband.

What should I do?


"MY FAMILY CAN GO TO THE U.S. IN SEPTEMBER.
SEPTEMBER
MARCH
MY HUSBAND, VINH HAS TO STAY UNTIL MARCH NEXT YEAR."
"MY MOTHER AND SISTERS WANT TO GO TO THE U.S. SOON. BUT I WANT TO STAY AND WAIT FOR MY HUSBAND."
"WHAT SHOULD I DO"?

UNIT : VARIOUS

NAME OF MATERIAL : INTEGRATED TAPED SONGS

CONTRIBUTOR : Celsa Alojado

DESCRIPTION : Included are taped songs listened to by students during their integrated audio lessons at the LRC. These are complete with visuals that represent key concepts and vocabulary.

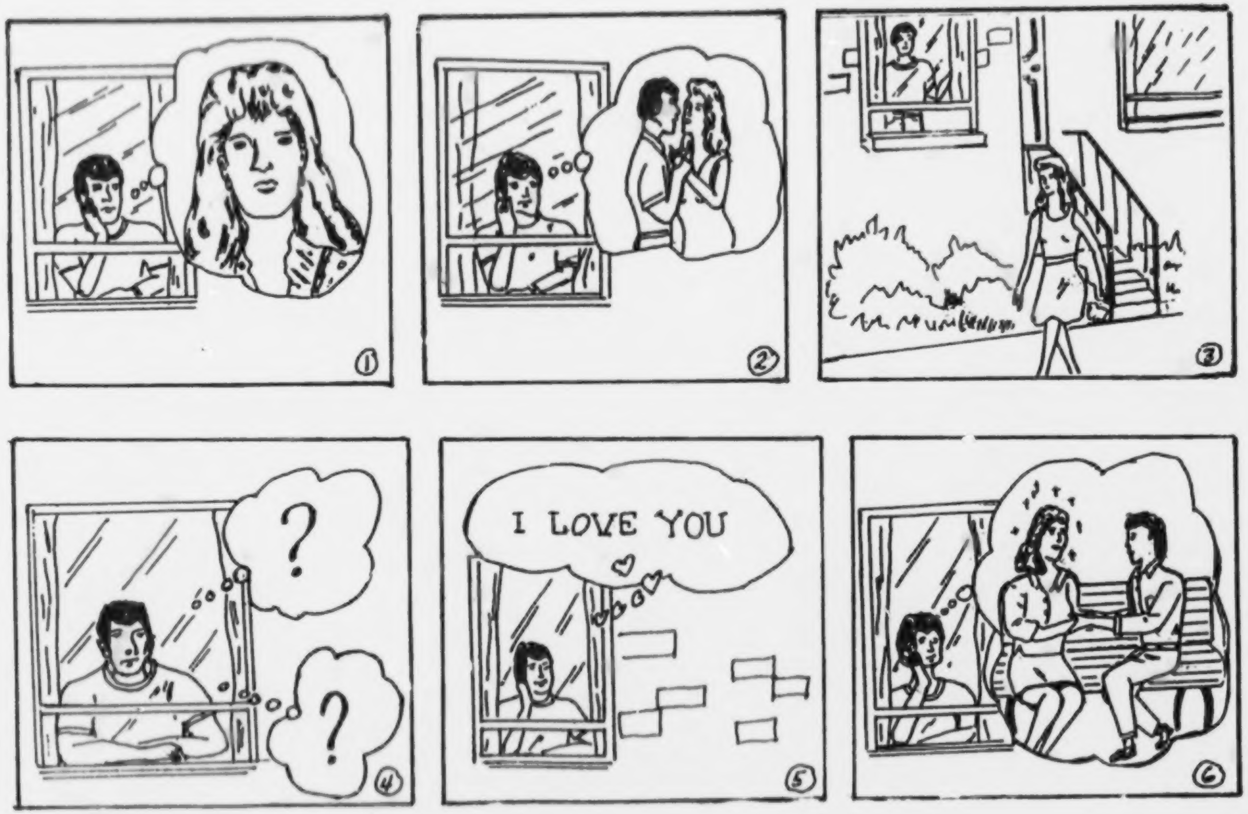
RATIONALE : Songs are universal. They appeal to the senses, thoughts and feelings of the listener. Many songs include repeated language structures and a variety of common idioms. Songs can enhance students' interest in the culture and history of the target language.

WHERE AVAILABLE : Learning Resource Centers

INTEGRATED TAPED SONGS (CONT.)

TITLE : Hello
CONTRIBUTOR : LRC Committee

I've been alone with you inside my mind
And in my dreams I've kissed your lips
A thousand times.
I sometimes see you pass outside my door
Hello! Is it me your looking for?
I can see it in your eyes
I can see it in your smile
And my arms are opened wide.
'Cause you know just what to say
And you know just what to do
And I want to tell you so much...
I LOVE YOU!
I long to see the sunlight in your hair
And tell you time and time again
How much I care



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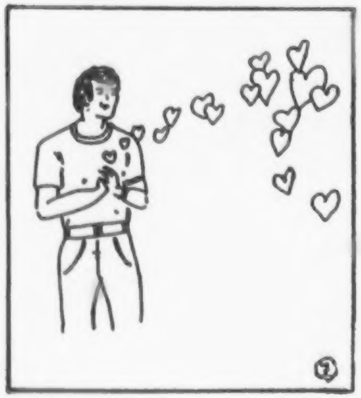
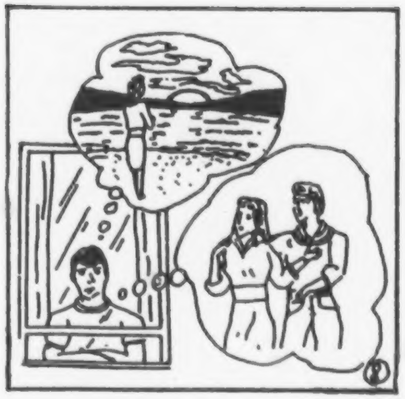
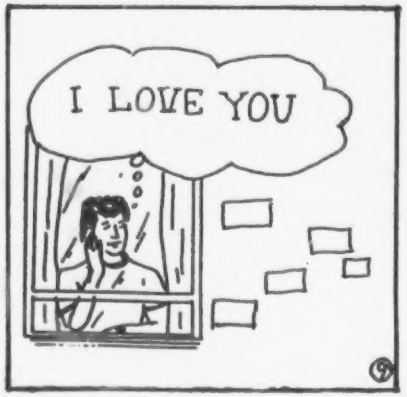
Sometimes I feel my heart will overflow
Hello! I've just got to let you know
'Cause I wonder where you are
And I wonder what you do
Are you somewhere feeling lonely
Or is someone loving you
Tell me how to win your heart
For I haven't got a clue
But let me start by saying...I LOVE YOU!
Hello! Is it me you're looking for?
'Cause I wonder where you are
And I wonder what you do
Are you somewhere feeling lonely
Or is someone loving you.
Tell me how to win your heart
For I haven't got a clue
But let me start by saying... I LOVE YOU!







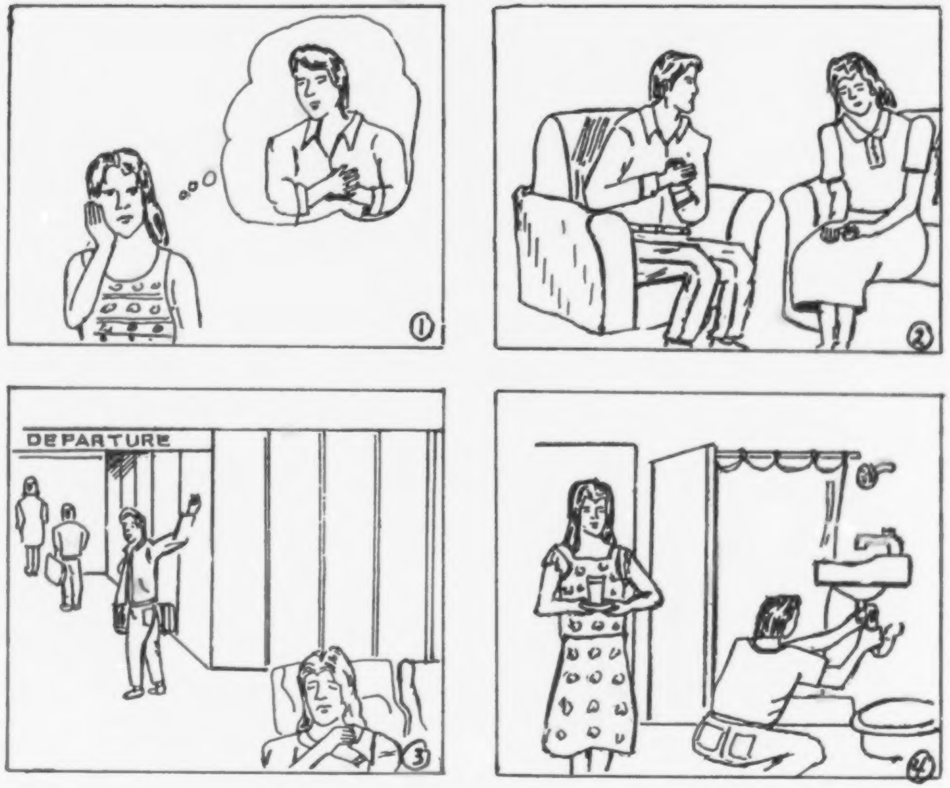
INTEGRATED TAPED SONGS (CONT.)

TITLE : That's What Friends Are For
CONTRIBUTOR : LRC Committee

And I never thought I'd feel this way
And as far as I'm concerned
I'm glad I got the chance to say
That I do believe I love you.
And if I should ever go away
Well then close your eyes and try
To feel the way we do today
And then if you can remember.

Keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for.
For good times and bad times
I'll be on your side forever more
That's what friends are for.

Well, you came and opened me
And now there's so much more I see
And so by the way I thank you.
Oh and then, for the times that we're apart
Well then close your eyes and know
The words are coming from my heart
And then if you can remember.

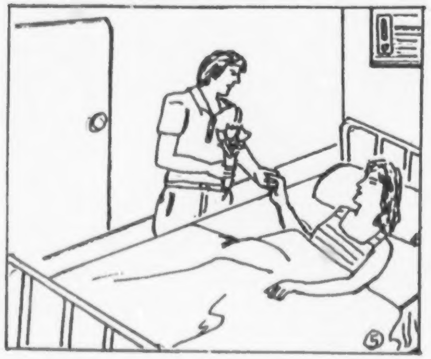


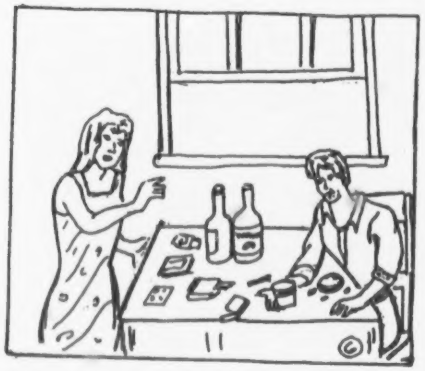
Oh, keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for
For good times and bad times
I'll be on your side forever more
That's what friends are for.

Oh, keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for
For good times and bad times I'll be on your
side forever more
That's what friends are for.

Keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for
Oh, for good times and bad times
I'll be on your side forever more
That's what friends are for.

On me for sure, and on me for sure
And on me for sure
That's what friends are for.

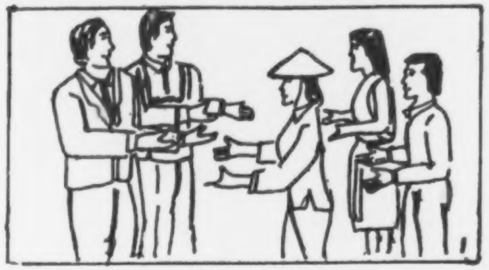




INTEGRATED TAPED-SONGS (CONT.)

TITLE : People
CONTRIBUTOR : Linda Bebit

People, people who need people
Are the luckiest people in the world.
We're children, needing other children
And yet letting our grown-up pride
Hide all the need inside.
Acting more like children than children
Lovers, are very special people
They're the luckiest people in the world.
With one person, one very special person
A feeling deep in the soul
Says you were half, now you're whole
No more hunger and thirst,
First be a person who needs people.
People who need people
Are the luckiest people in the world.
With one person, one very special person
No more hunger and thirst.
First be a person who needs people
People who need people
Are the luckiest people in the world.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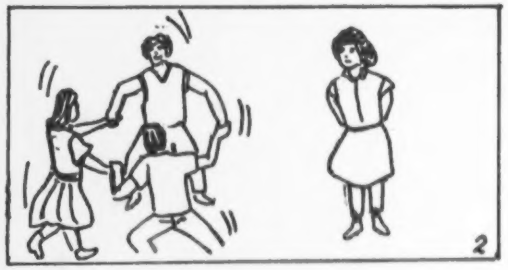
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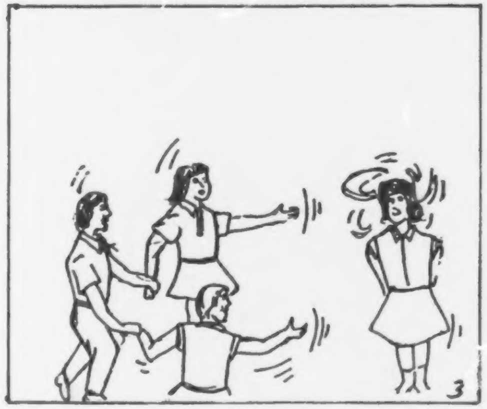
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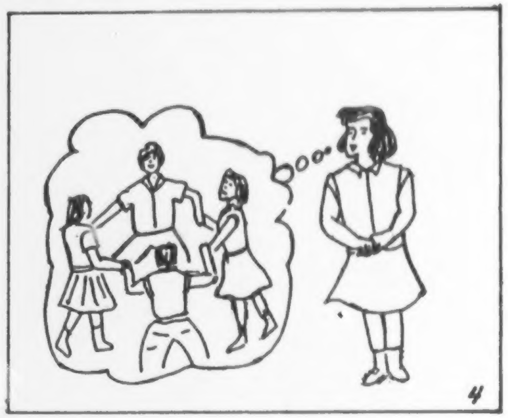
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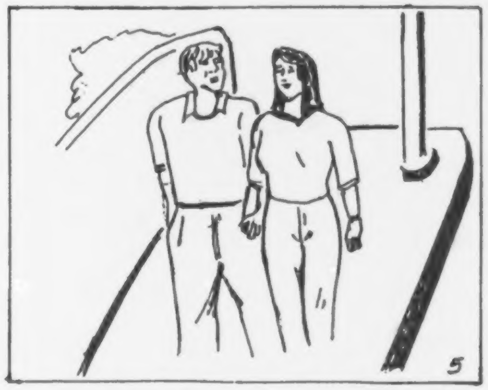
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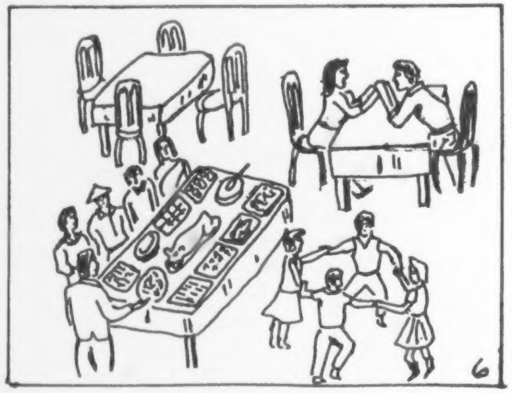
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INTEGRATED TAPED SONGS (CONT.)

TITLE : I'd Like To Teach The World To Sing
CONTRIBUTOR : Linda Bebit

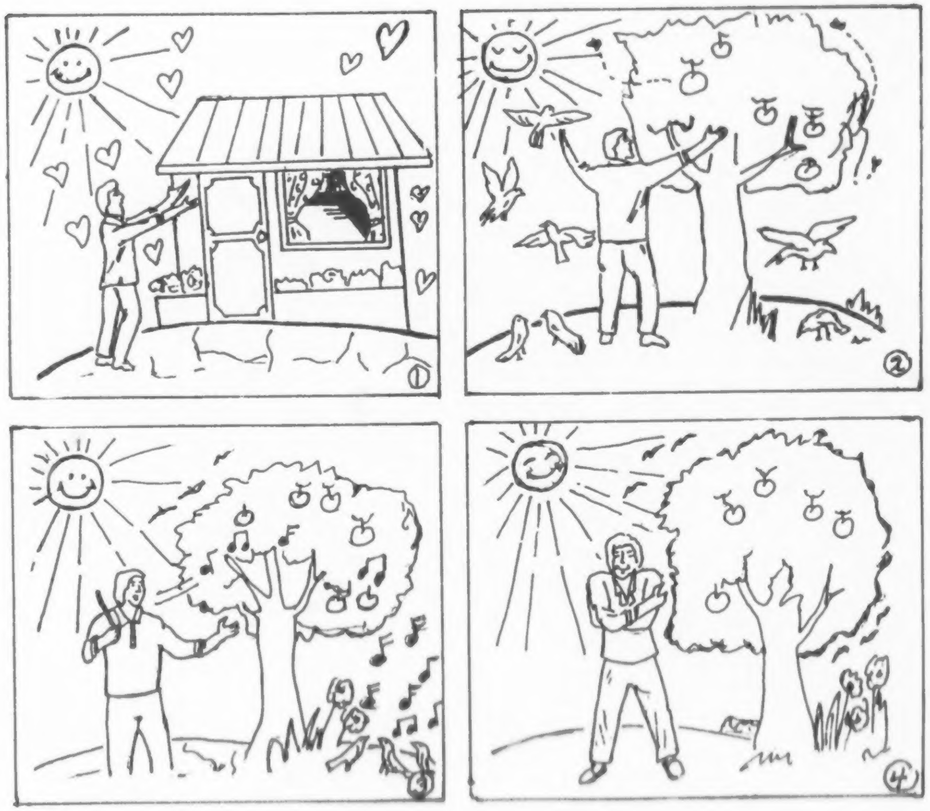
I'd like to build the world a home
And furnish it with love
Grow apple trees and honey bees
And snow white turtle doves.

I'd like to teach the world to sing
In perfect harmony
I'd like to hold you in my arms
And keep it company.

It's the real thing
What the world wants today
That's the way it will stay
With the real thing.

It's the real thing
Won't you hear what I say
What the world needs today
Is the real thing.

I'd like to see the world for once
All standing hand in hand
And hear their echoes through the hills
For peace throughout the land.

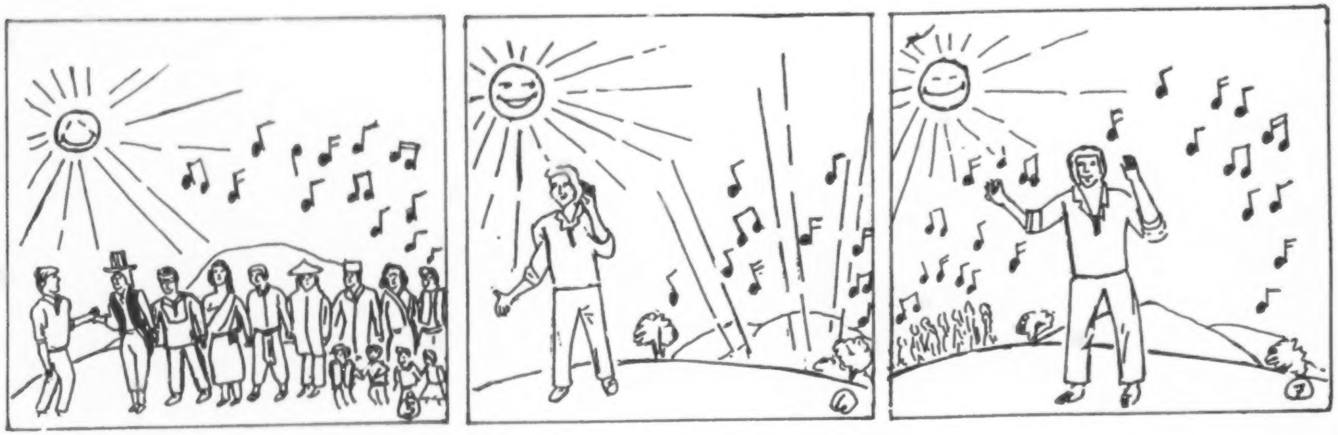


INTEGRATED TAPED SONGS (CONT.)

I'd like to teach the world to sing
In perfect harmony
The song of peace that echoes on
And never goes away.

It's the real thing
What the world wants today
That's the way it will stay
With the real thing.

It's the real thing
Won't you hear what I say
What the world needs today
Is the real thing.



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INTEGRATED TAPED SONGS (CONT.)

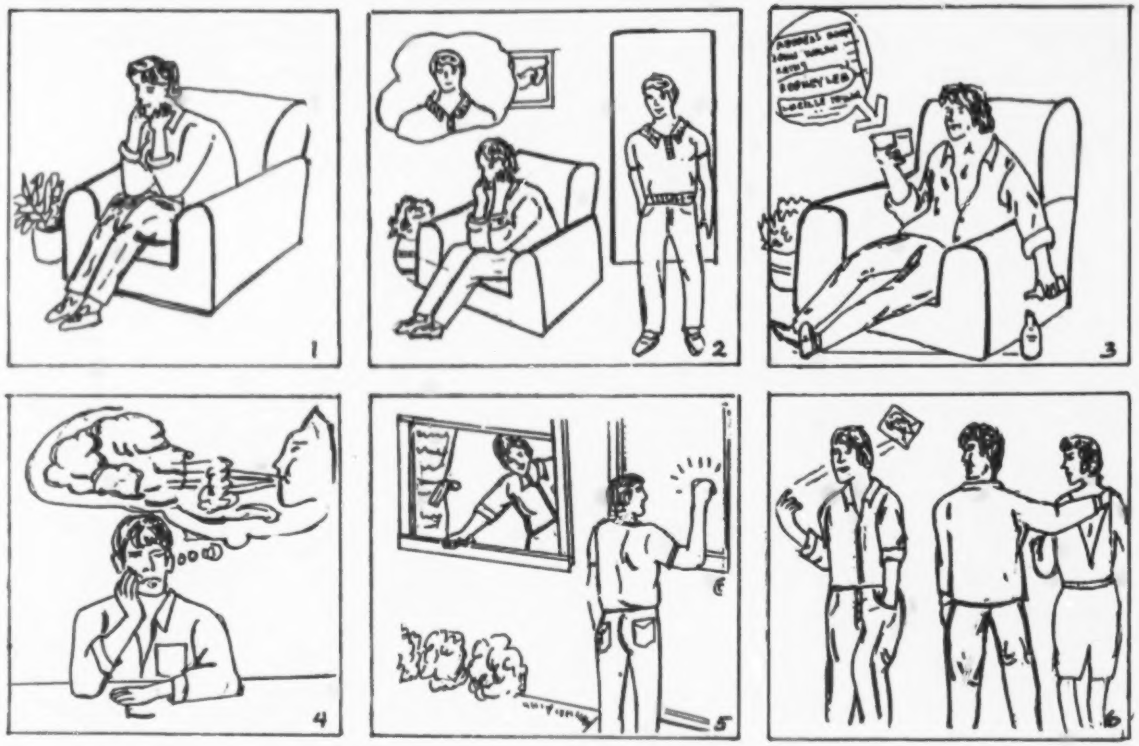
TITLE : You've Got A Friend
CONTRIBUTOR : LRC Committee

When you're down and troubled
And you need a helping hand
And nothing, oh nothing is going right
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest night.

REFRAIN:

You just call out my name
And you know wherever I am
I'll come running to see you again.
Winter, spring, summer or fall
All you have to do is call
And I'll be there yeah, yeah, yeah
You've got a friend.

If the sky above you
Should turn dark and full of clouds
And that old North wind
Should begin to blow
Keep your head together
And call my name out loud
Soon I'll be knocking upon your door.

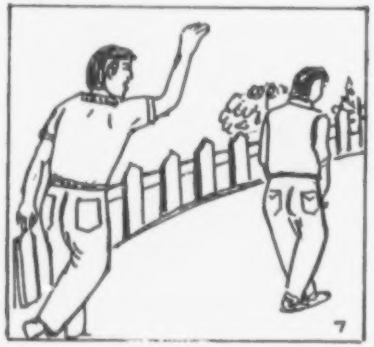


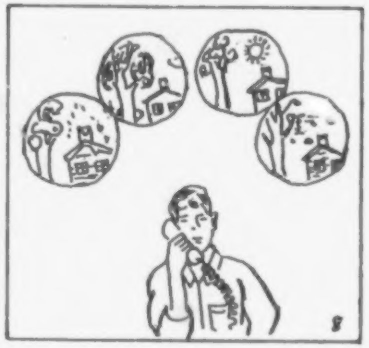
INTEGRATED TAPED SONGS (CONT.)

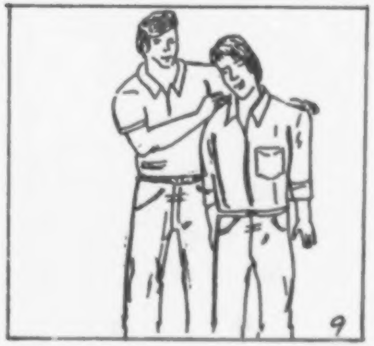
You just call out my name
And you know wherever I am
I'll come running to see you again.
Winter, spring, summer or fall
All you got to do is call
And I'll be there yeah, yeah, yeah
You've got a friend.

Hey ain't it good to know that
You've got a friend
When people can be so cold
They'll hurt you and desert you
And take your soul if you let them
Oh but don't you let them.

REPEAT REFRAIN.







INTEGRATED TAPED SONGS (CONT.)

TITLE : Tie A Yellow Ribbon
CONTRIBUTOR : Linda Bebit

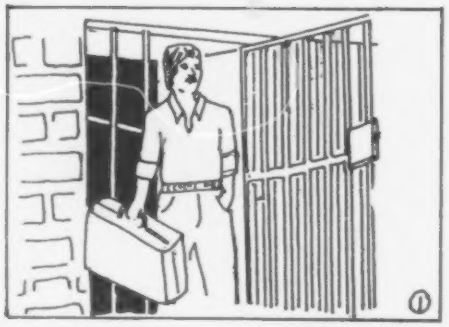
I'm coming home
I've done my time
Now I've got to know
What is and isn't mine.

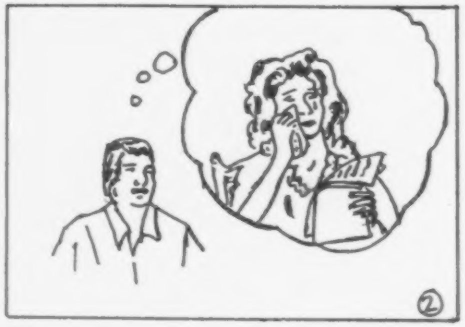
If you receive my letter telling you
I'll soon be free
Then you'll know just what to do
If you still want me
If you still want me.

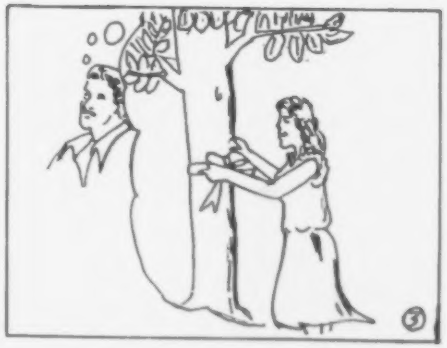
REFRAIN:

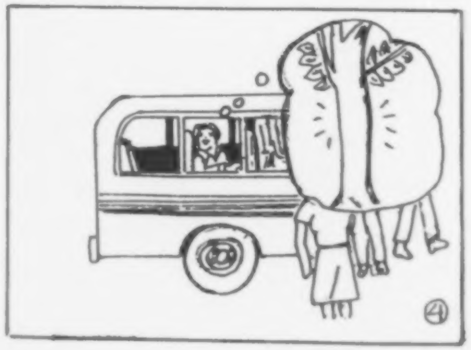
Oh, tie a yellow ribbon 'round the old oak tree
It's been three long years
Do you still want me.

If I don't see a ribbon 'round the old oak tree
I'll stay on the bus, forget about us
Put the blame on me
If I don't see
A yellow ribbon 'round the old oak tree.









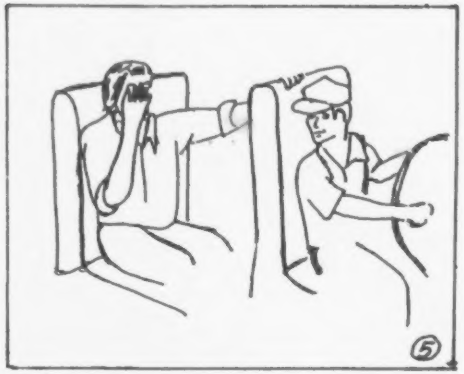
INTEGRATED TAPED SONGS (CONT.)

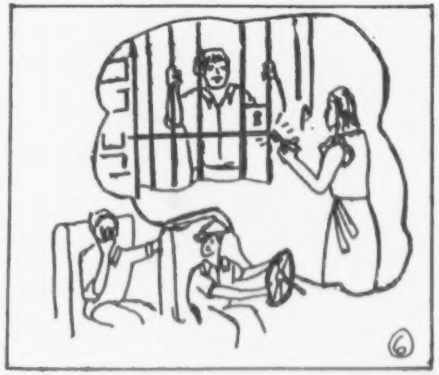
Bus driver please look for me
'Cause I couldn't bear to see
What I might see

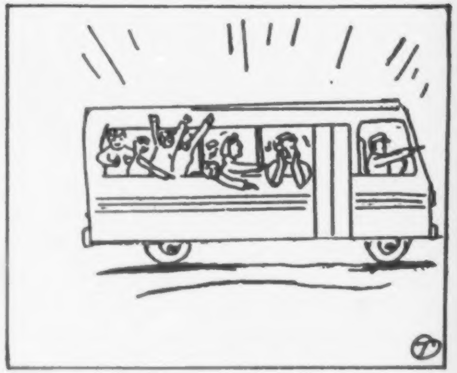
I'm really still in prison
And my love she holds the key
A simple yellow ribbon is
What I need to set me free
I wrote and told her please.

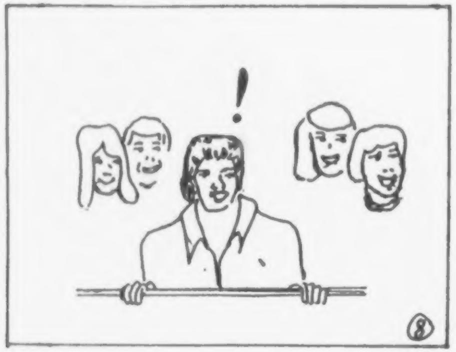
REPEAT REFRAIN.

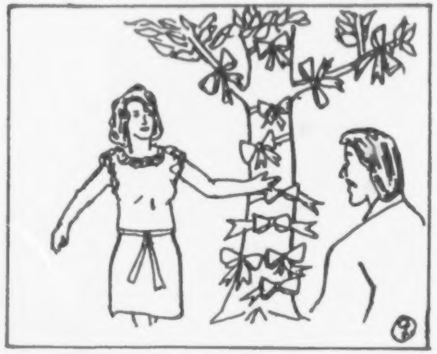
And now the whole damn bus is cheering
And I can't believe I see
A hundred yellow ribbons 'round the old oak tree.









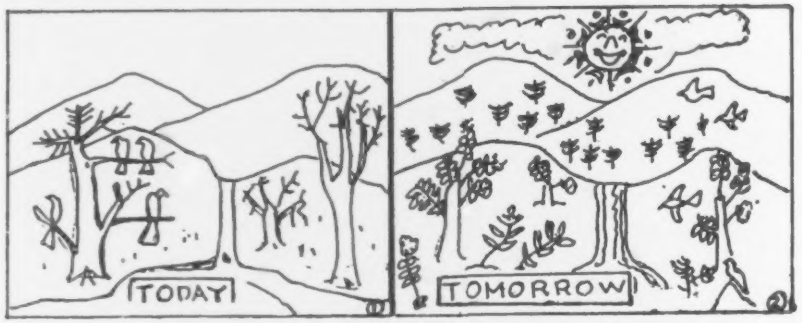


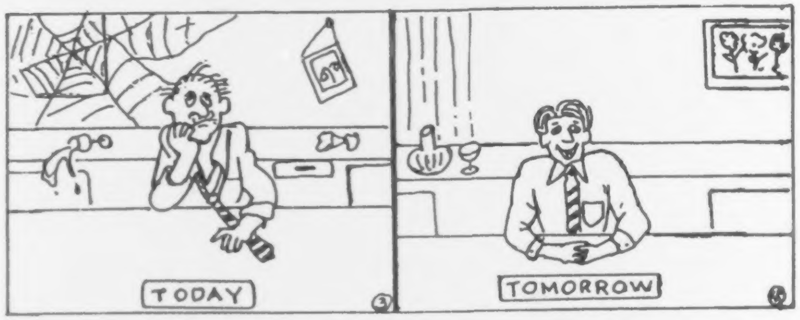
TITLE : Tomorrow
CONTRIBUTOR : LRC Committee

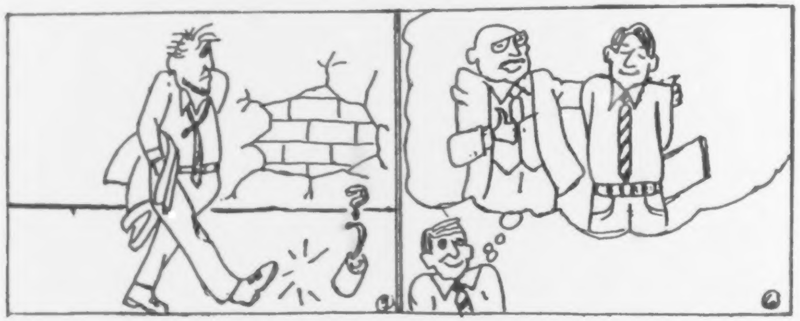
The sun will come out tomorrow
Bet your bottom dollar that tomorrow
There'll be sun.

Just thinking about tomorrow
Clears away the cobwebs and the sorrow
Till there's sun.

When I'm stuck with that day
That's gray and lonely
I just stick out my chin and grin and say
Oh ... the sun will come out tomorrow.







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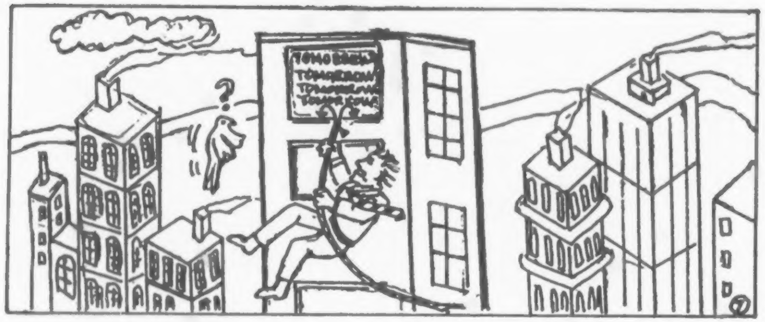
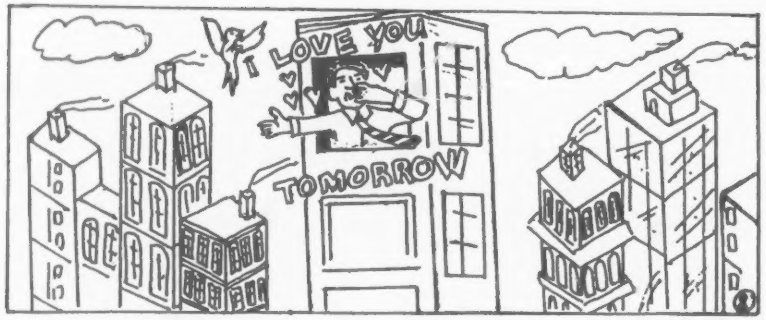
INTEGRATED TAPED SONGS (CONT.)

So you gotta hang on till tomorrow
Come what may
Tomorrow, tomorrow I love you tomorrow
You're always a day away
The sun will come out tomorrow
So you gonna hang on till tomorrow
Come what may.

Tomorrow, tomorrow I love you tomorrow
You're always a day away
Tomorrow, tomorrow I love you tomorrow
You're always a day away.





INTEGRATED TAPED SONGS (CONT.)

TITLE : Five Hundred Miles
CONTRIBUTOR : LRC Committee

If you miss the train I'm on
You will know that I am gone
You can hear the whistle blow
A hundred miles.

A hundred miles, a hundred miles
A hundred miles, a hundred miles
You can hear the whistle blow
A hundred miles.

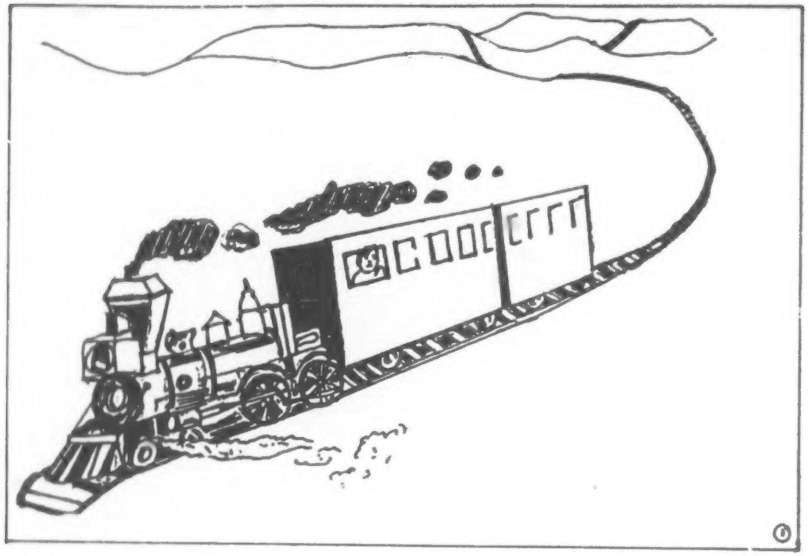
Lord I'm one, Lord I'm two
Lord I'm three, Lord I'm four
Lord I'm five hundred miles
From my home.

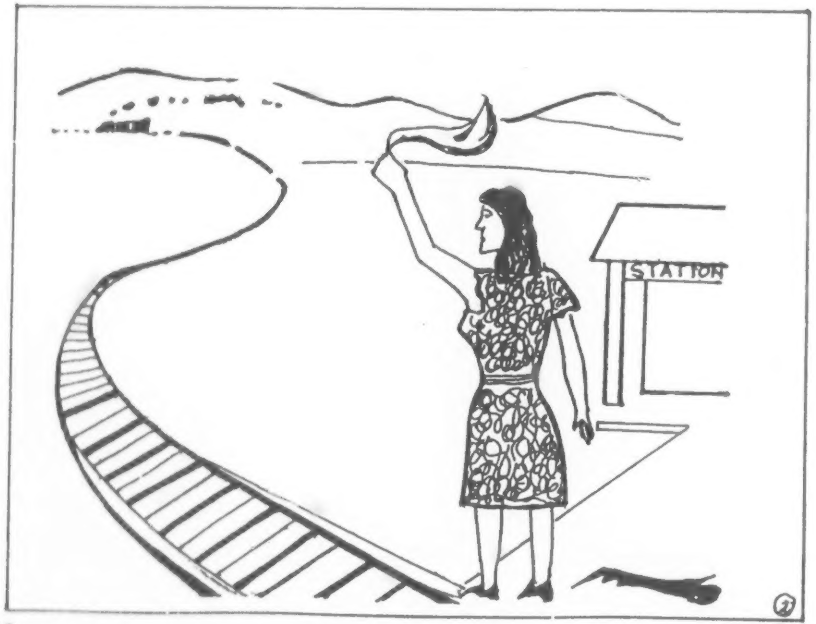
Not a shirt on my back
Not a penny to my name
Lord I can't go a home
This away.

This away, this away
This away, this away
Lord I can't go a home
This away.

If you miss the train I'm on
You will know that I am gone
You can hear the whistle blow
A hundred miles.

477





INTEGRATED TAPED SONGS (CONT.)

TITLE : Yellow Bird
CONTRIBUTOR : Linda Bebit

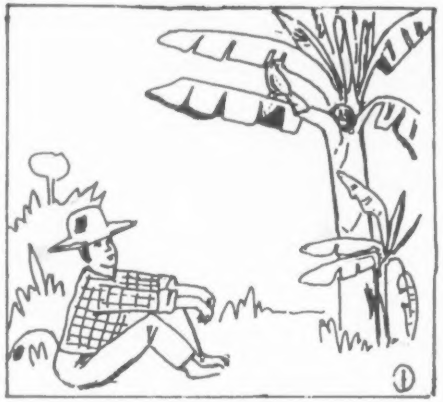
Yellow bird up high in banana tree
Yellow bird you sit all alone like me
Did your lady friend leave the nest again
That is very sad makes me feel so bad
You can fly away in the sky away
You're more lucky than me.

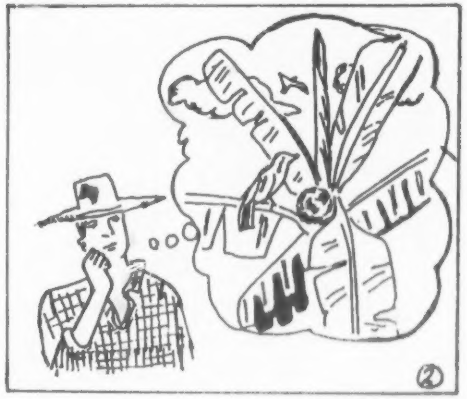
I also have a pretty girl
She's not with me today
They're all the same the pretty girls
Make tender nest then fly away.

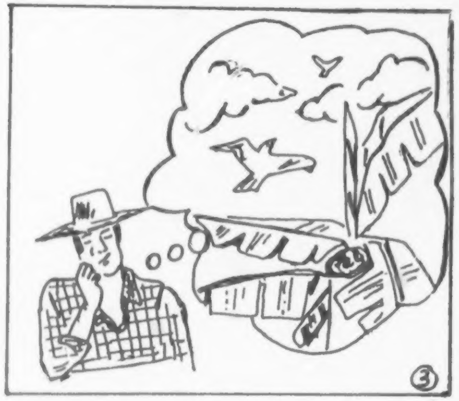
Yellow bird up high in banana tree
Yellow bird you sit all alone like me
Better fly away in the sky away
Pick a coming soon - pick from night to noon
Black and yellow you like banana too
They might pick you someday.

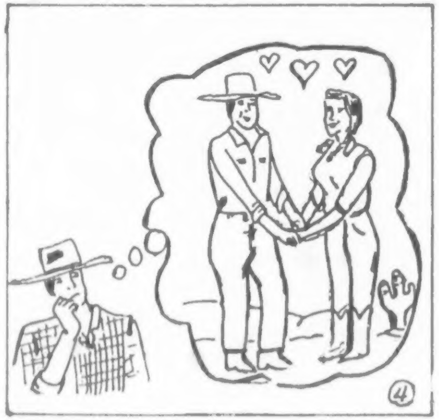
Wish that I were a yellow bird
I'll fly away with you
But I'm not a yellow bird
So here I sit nothing else to do.

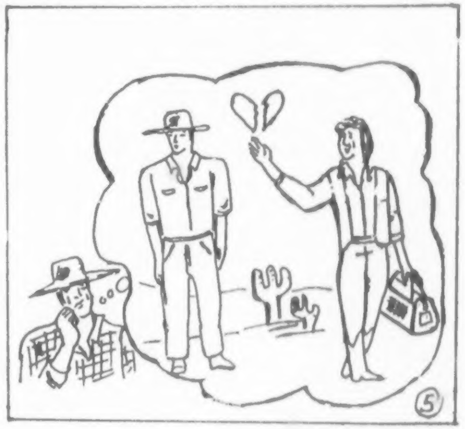
Yellow bird ... yellow bird ... yellow bird ...











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INTEGRATED TAPED SONGS (CONT.)

TITLE : Leaving On A Jet Plane
CONTRIBUTOR : Linda Bebit

All my bags are packed I'm ready to go
I'm standing here ouside your door
I hate to wake you up and say goodbye.

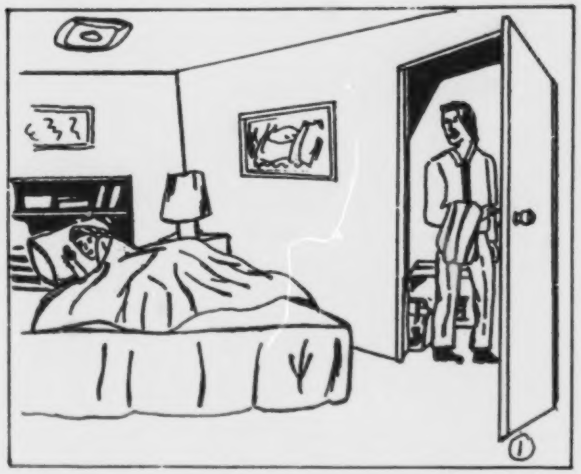
But the dawn is breaking, it's early morning
The taxi's waiting, he's blowing his horn
Already I'm so lonesome I could die.

REFRAIN:

So kiss me and smile for me
Tell me that you'll wait for me
Hold me like you'll never let me go.
'Coz I'm leaving on a jet plane
Don't know when I'll be back again
Oh babe, I hate to go.

There's so many times I let you down
So many times I played around
I tell you now they don't mean a thing.
Every place I go I'll think of you
Every song I sing, I'll sing for you
When I come back I'll bring your wedding ring.

REPEAT REFRAIN.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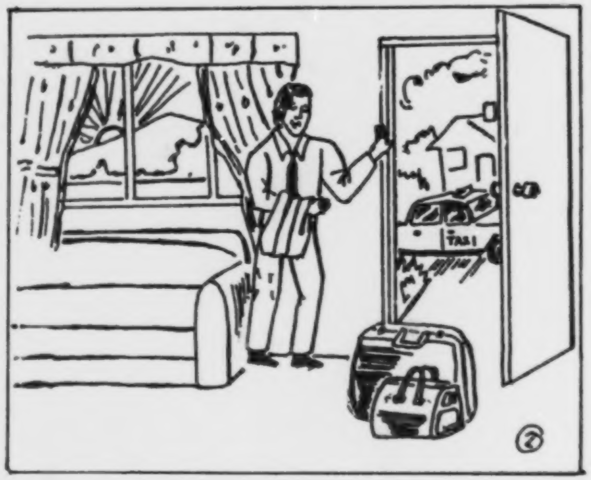
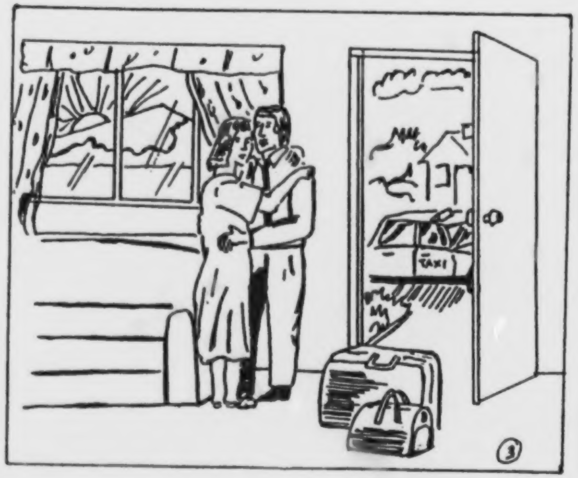


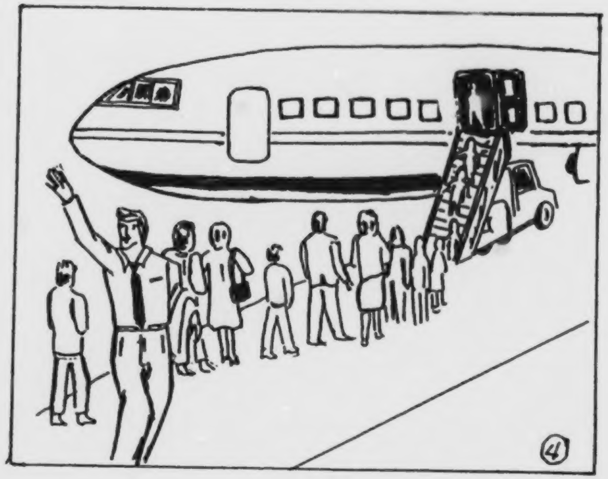
②

INTEGRATED TAPED SONGS (CONT.)

Now the time has come to leave you
One more time let me kiss you
Close your eyes I'll be on my way.
Dream about the days to come
When I won't have to live alone
About the times I won't have to say.

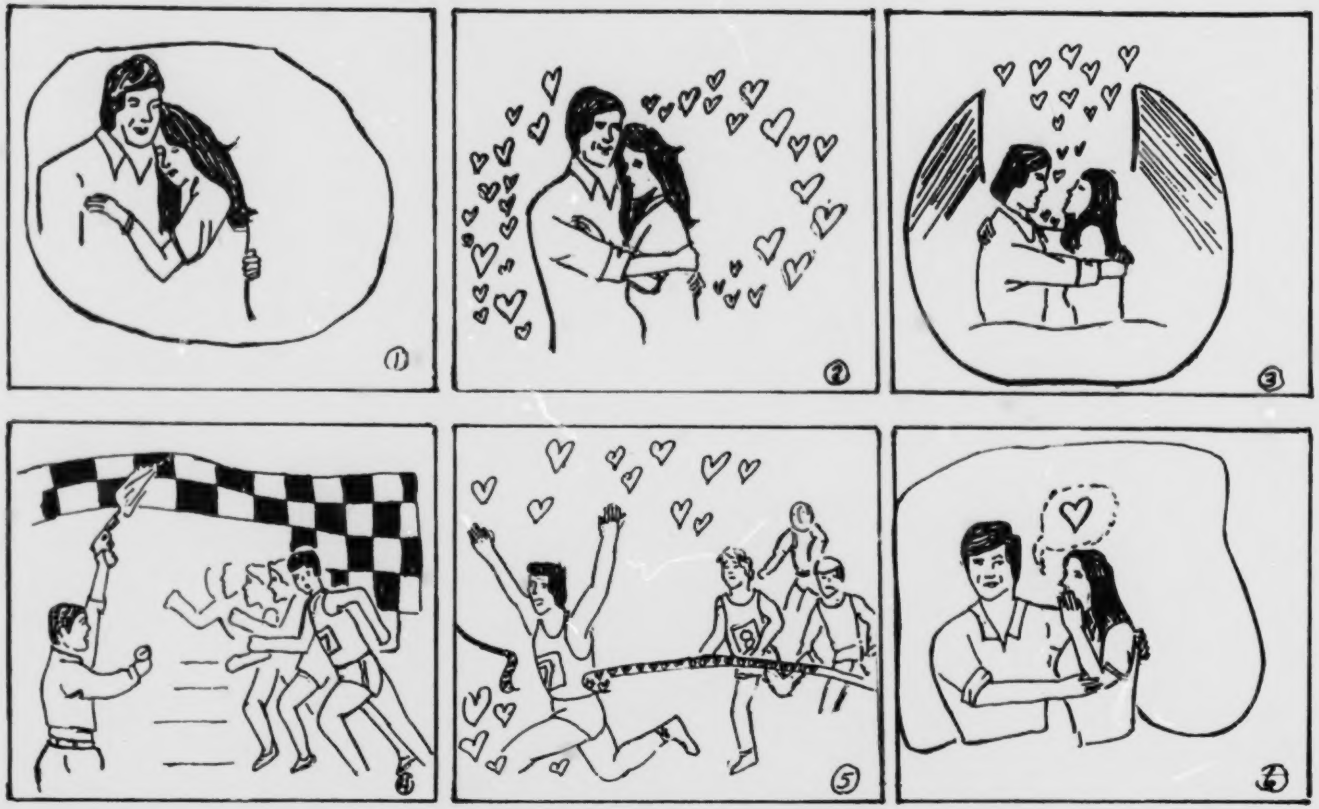
I'm leaving on a jet plane
Don't know when I'll be back again
Oh babe, I hate to go.





INTEGRATED TAPED SONGS (CONT.)

TITLE : Put Your Head On My Shoulder
CONTRIBUTOR : Linda Bebit



Put your head on my shoulder
Hold me in your arms baby
Squeeze me oh so tight, show me
That you love me, too.

Put your lips next to mine dear
Won't you kiss me once, baby
Just a kiss goodnight, maybe
You and I will fall in love.

People say that love's a game
A game you just can't win
If there's a way, I'll find it someday
And then this fool will rush in.

Put your head on my shoulder
Whisper in my ear, baby
Words I want to hear, tell me
Tell me that you love me, too.

Put your head on my shoulder
Whisper in my ear, baby
Words I want to hear, baby
Put your head on my shoulder.

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INTEGRATED TAPED SONGS (CONT.)

TITLE : Never On A Sunday
CONTRIBUTOR : Linda Bebit

Oh, you can kiss me on a Monday,
a Monday, a Monday is very, very good.

Or you can kiss me on a Tuesday,
a Tuesday, a Tuesday, in fact I wish you would.

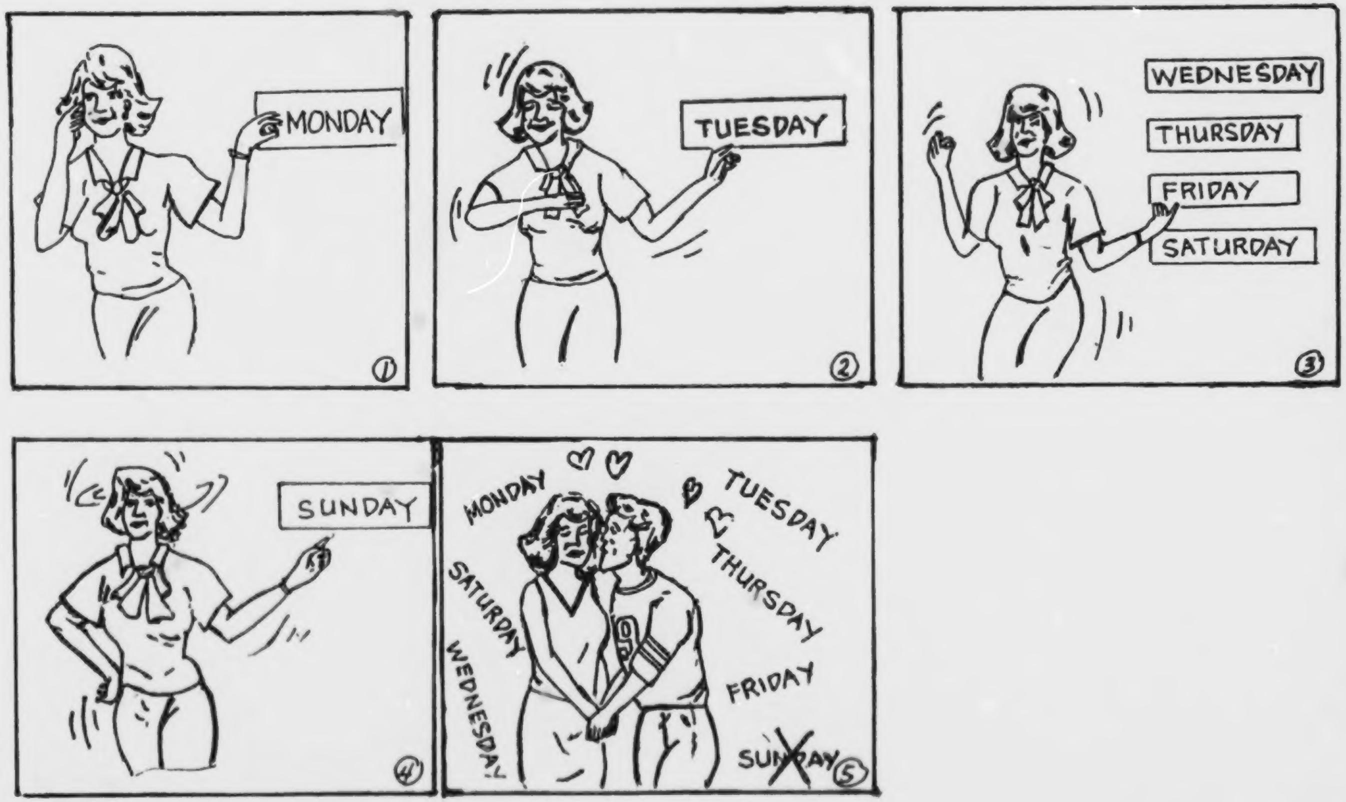
Or you can kiss me on a Wednesday,
a Thursday, a Friday and Saturday is best.

But never, never on a Sunday, a Sunday
a Sunday, a Sunday, cause that's my day of rest.

REFRAIN:

Come any day and you'll be my guest
Any day you say but my day of rest
Just name the day, that you like the best
Only stay away, on my day of rest.

REPEAT REFRAIN.


MONDAY
①
TUESDAY
②
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
③
SUNDAY
④
MONDAY
TUESDAY
SATURDAY
THURSDAY
WEDNESDAY
FRIDAY
SUNDAY
⑤

INTEGRATED TAPED SONGS (CONT.)

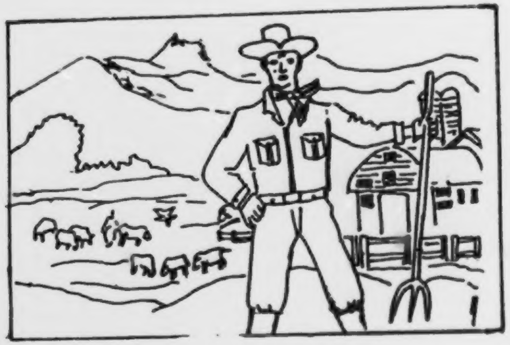
TITLE : This Land Is Your Land
CONTRIBUTOR : LRC Committee

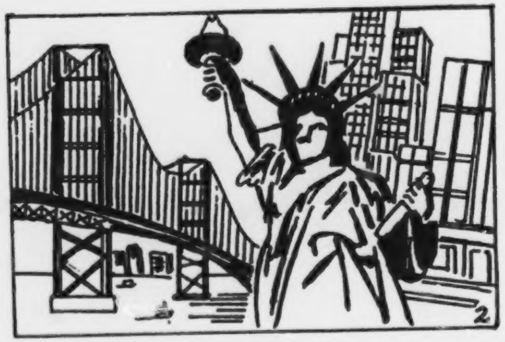
This land is your land
This land is my land.

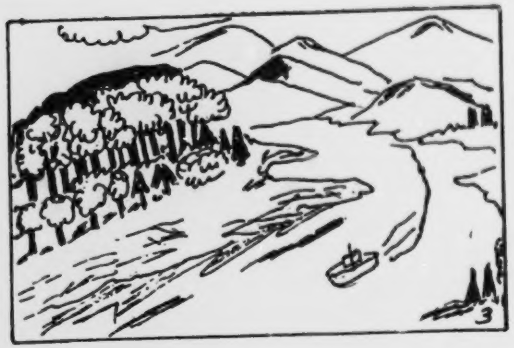
From California to the New York island
From the redwood forest
To the Gulfstream river
This land was made for you and me.

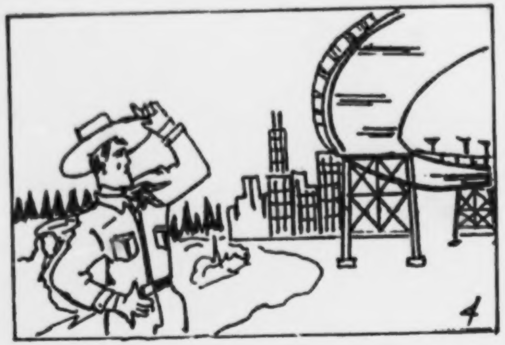
As I was walking that riverbed highway
I saw above me
The endless skyway
I saw below me
The golden valley.

This land was made for you and me.







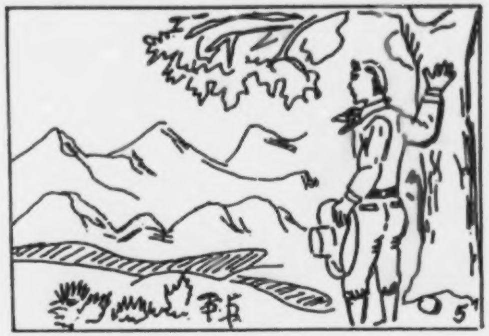


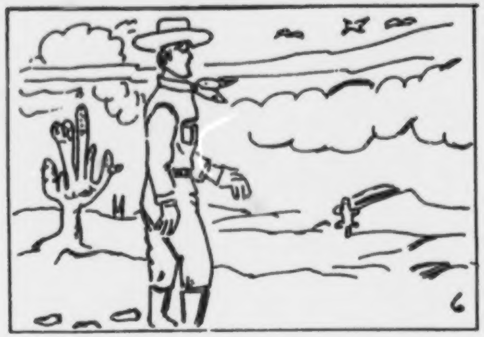
INTEGRATED TAPED SONGS (CONT.)

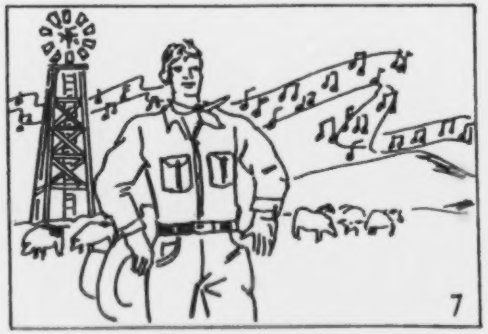
I've roamed and rambled
And I followed my footsteps
Through the sparkling sands
Of her diamond desert.

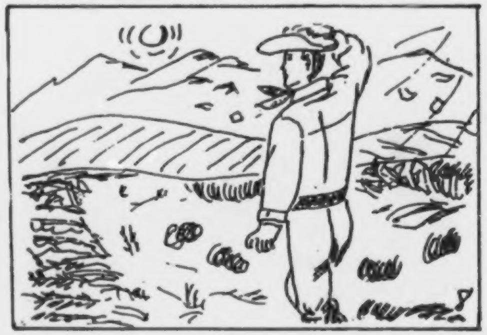
And all around me
A voice was sounding
Singing "this land was made for you and me".

As the sun was shinin'
And I was strollin'
And wheat fields wavin'
And the dustpiles rollin'
And all around me
A voice was singin'
Singing, "This land was made for you and me".









INTEGRATED TAPED SONGS (CONT.)

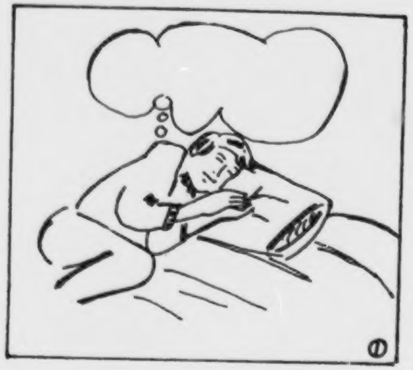
TITLE : I Dream Of Ice Cream
CONTRIBUTOR : Linda Bebit

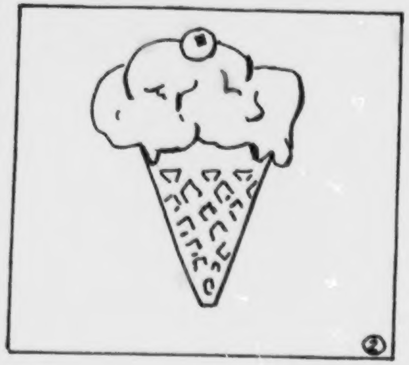
I dream of ice cream, sausages and cake,
Things that you fry, things that you bake
It's such a nice dream, I'm afraid to wake,
When I dream of ice cream, sausages and cake.

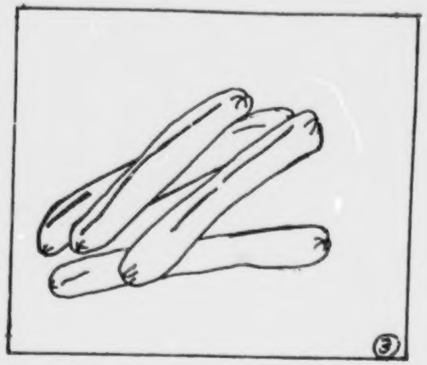
REFRAIN:

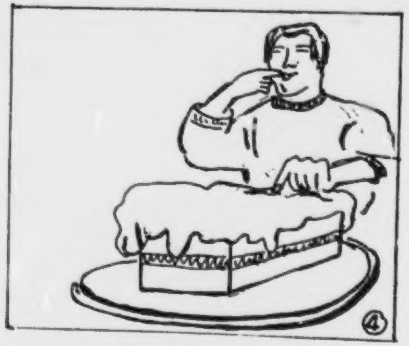
Crunching and munching,
In dreams I'm breakfasting, dining,and lunching,
And doting and gloating.
On endless mountains of thick choc'late,
And fragrant fish and chips,
Seem to pass my hungry lips,
And ginger beer so crystal clear
As down my throat it slips.

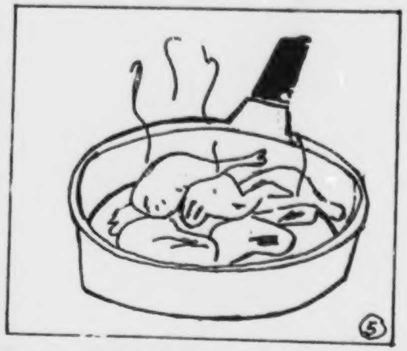
REPEAT REFRAIN.

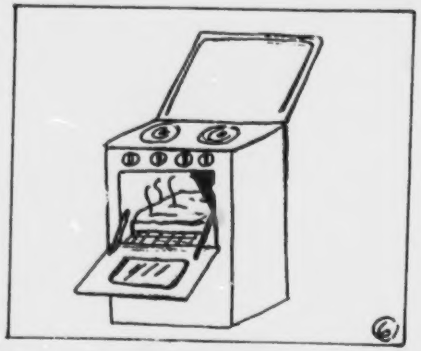


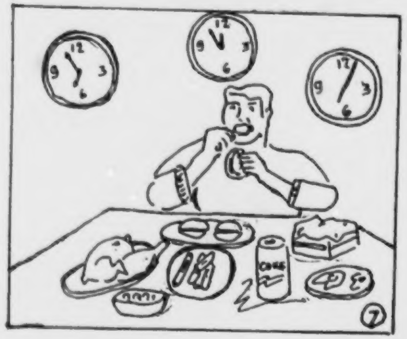


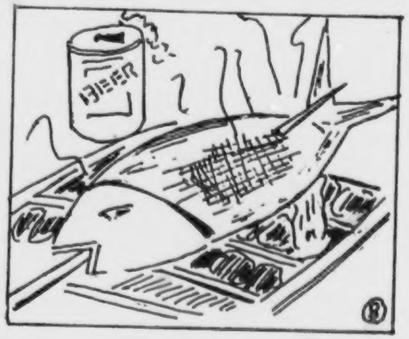


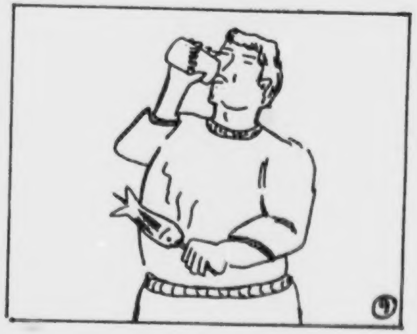








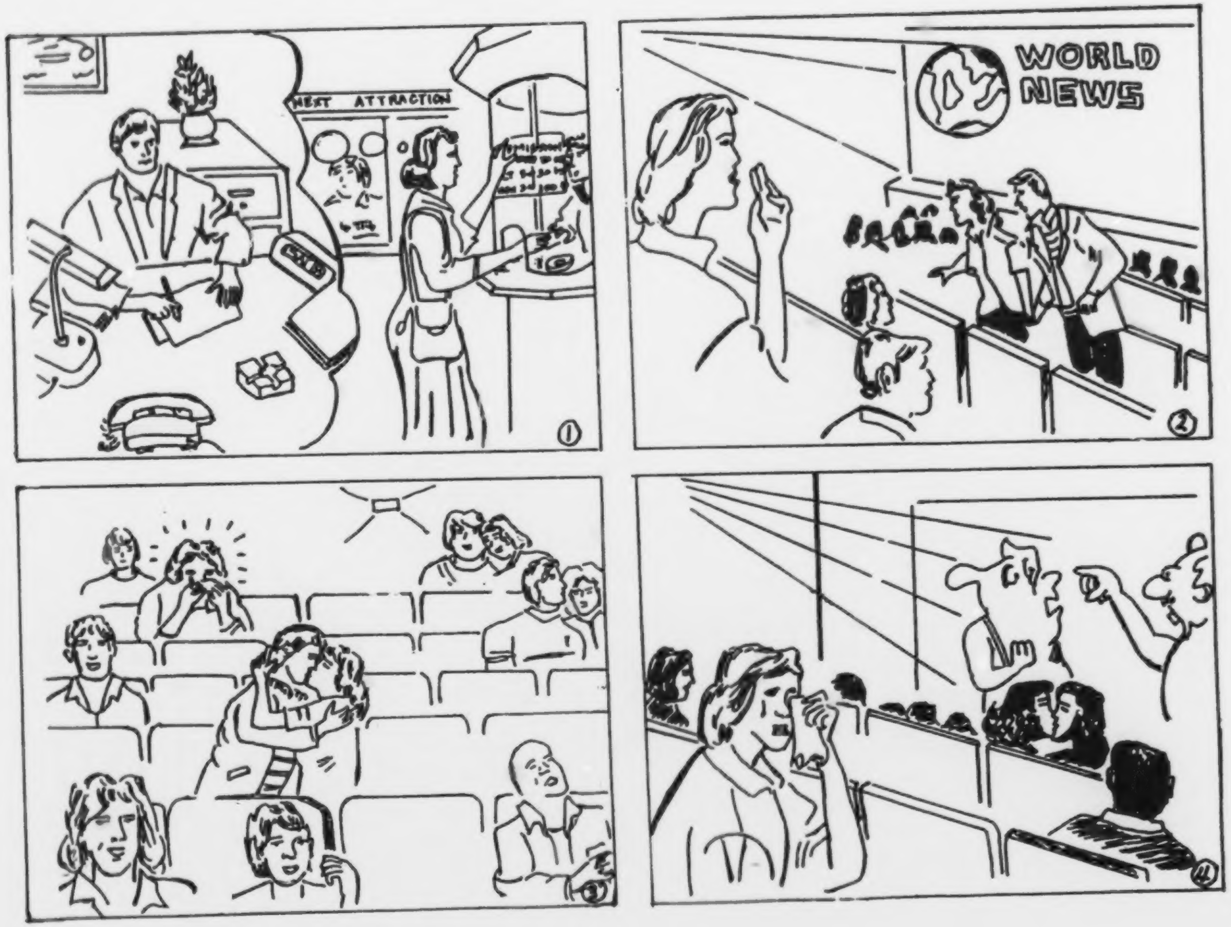




INTEGRATED TAPED SONGS (CONT.)

TITLE : Sad Movies
CONTRIBUTOR : LRC Committee

Sad movies always make me cry
He said he had to work
So I went to the show alone
They turned out the lights
And turned the projector on
And just as the news of the world started to begin
I saw my darling and my best friend walk in.
So I was sitting there they didn't see
And so they sat right down in front of me
And when he kissed her lips I almost died
And in the middle of the colored cartoon
I started to cry.



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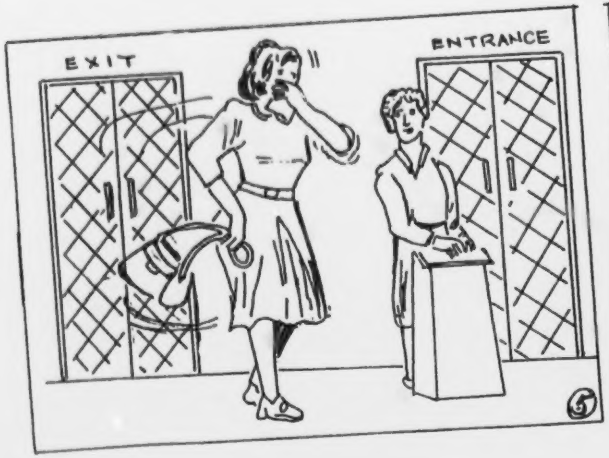
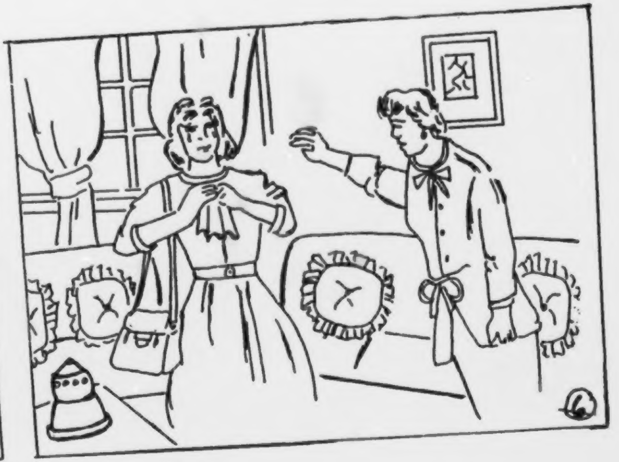
INTEGRATED TAPED SONGS (CONT.)

Oh, oh, oh, sad movies always make me cry (2X)
And so I got up and slowly walked on home
And mama saw the tears and said what's wrong
And so to keep from telling her a lie
I just said sad movies make me cry.
Oh. oh. oh. sad movies always make me cry (2X)
Oh, oh, oh, oh, hoo, hoo, hoo, hoo, hoo,
Sad movies make me cry.





UNIT : VARIOUS

NAME OF MATERIAL : TAPED POEMS

CONTRIBUTOR : Lou Autencio and Celsa Alojado

DESCRIPTION : A taped poem can be any standard poem which is recorded and accompanied by illustrations.

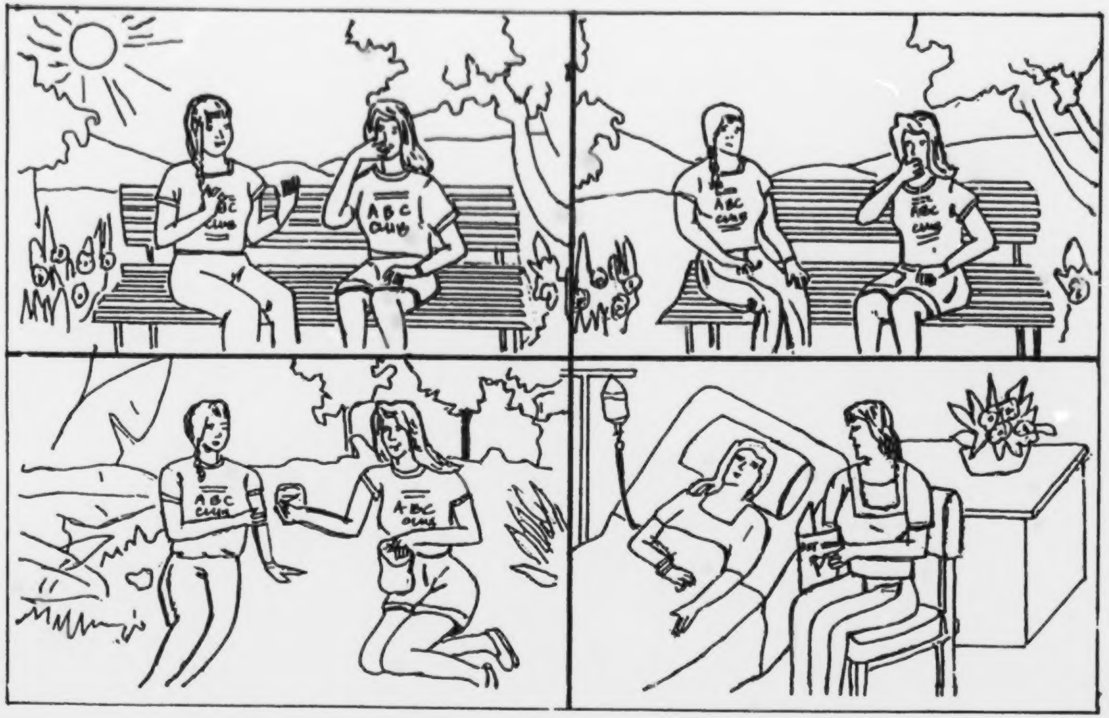
RATIONALE : Poems provide an excellent way to integrate the language arts. A carefully chosen poem that appeals to students' interests encourages students to express themselves in English.

WHERE AVAILABLE : Learning Resource Centers

TAPED POEMS (CONT.)

TITLE : A Friend
CONTRIBUTOR : LRC Committee

A friend is one who shares with me
The bright sun or the gloom.
A friend is one with love to spare
Because the heart has room.


ABC CLUB
ABC CLUB
ABC CLUB
ABC CLUB
ABC CLUB
ABC CLUB

TAPED POEMS (CONT.)

TITLE : Subways Are People
CONTRIBUTOR : Lou Autencio

Subways are people

People standing

People sitting

People swaying to and fro

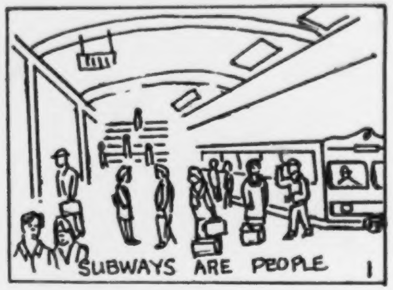
Some in suits, some in tatters

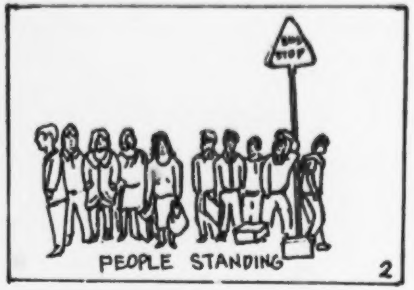
Some with glasses, some without

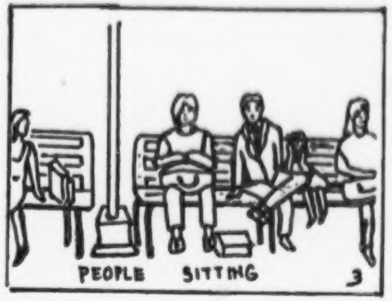
Boy with smile, girl with frown

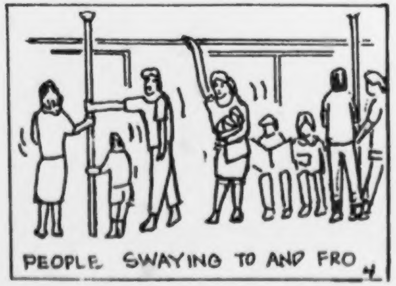
People dashing

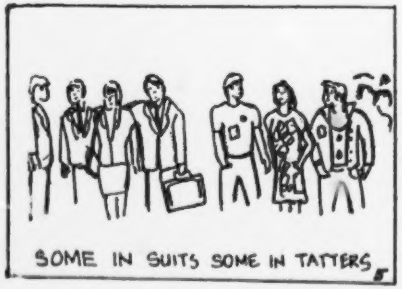
Street flashing

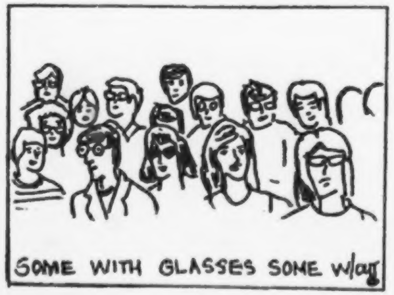

SUBWAYS ARE PEOPLE
1

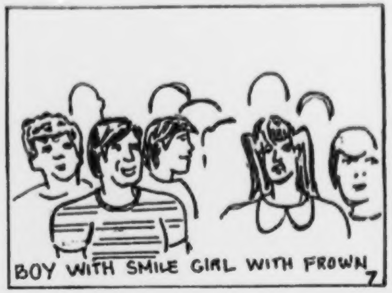

PEOPLE STANDING
2

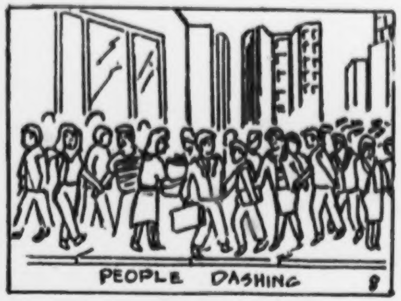

PEOPLE SITTING
3

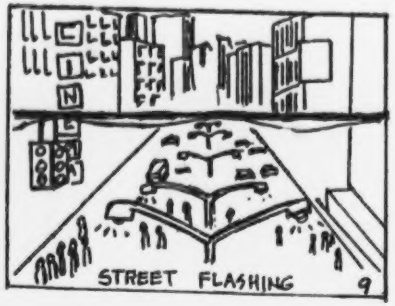

PEOPLE SWAYING TO AND FRO
4


SOME IN SUITS SOME IN TATTERS
5


SOME WITH GLASSES SOME W/O
6


BOY WITH SMILE GIRL WITH FROWN
7


PEOPLE DASHING
8


STREET FLASHING
9

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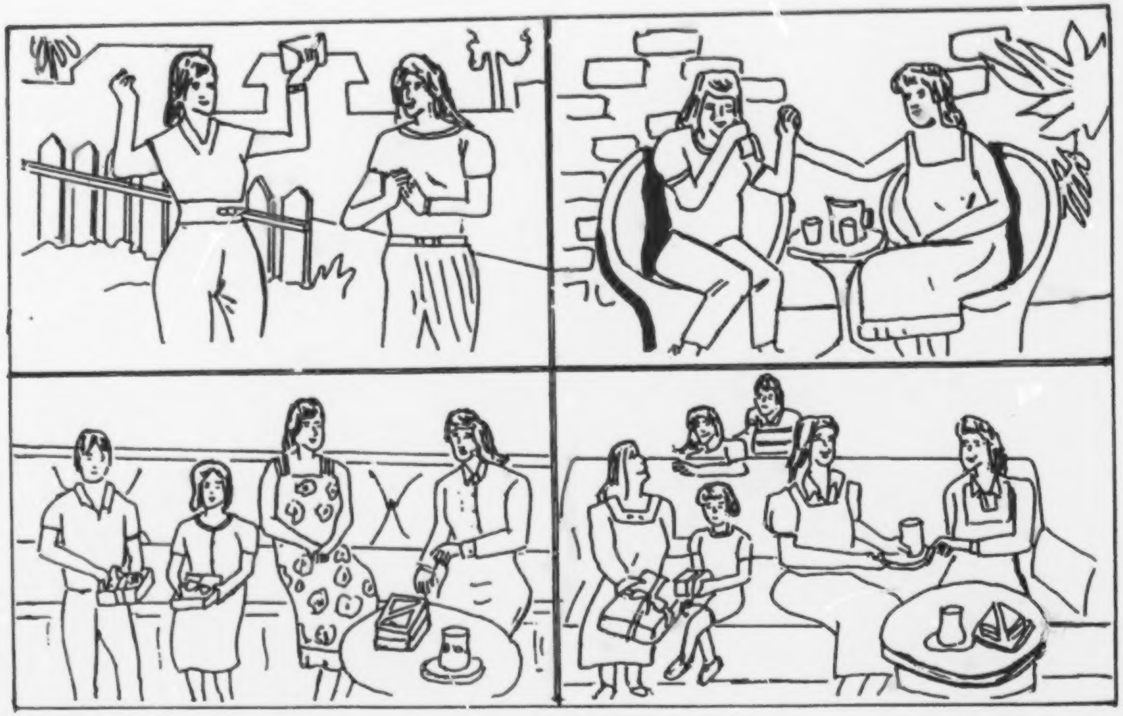
TAPED POEMS (CONT.).

A friend is one who knows my joy,
My sorrows and its tears,
Someone who cares - my whole world shares
Throughout our sad sweet years.



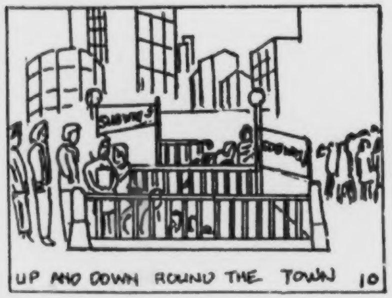
TAPED POEMS (CONT.)

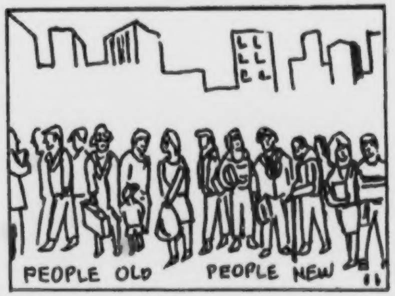
Up, down, round the town

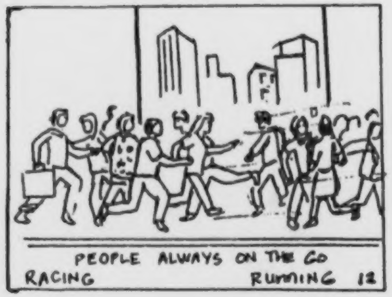
People old, people new

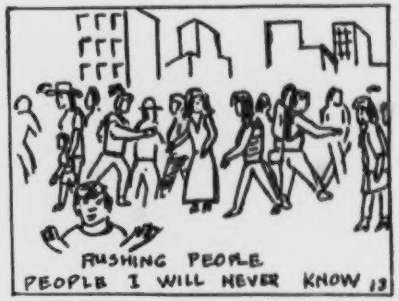
People always on the go, racing, running

Pushing people, people I will never know.


SUBWAY
SUBWAY
UP AND DOWN ROUND THE TOWN 10


PEOPLE OLD PEOPLE NEW 11


PEOPLE ALWAYS ON THE GO
RACING RUNNING 12


PUSHING PEOPLE
PEOPLE I WILL NEVER KNOW 13

TAPED POEMS (CONT.)

TITLE : Money (Adapted from the poem
by Richard Armour)
CONTRIBUTOR : Lou Autencio

Workers earn it,

Spend-thrifts burn it,

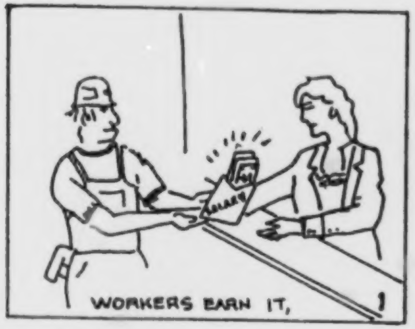
Bankers lend it,

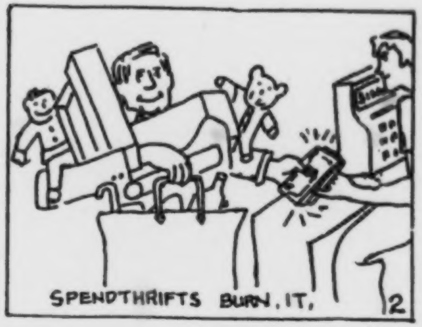
Women spend it,

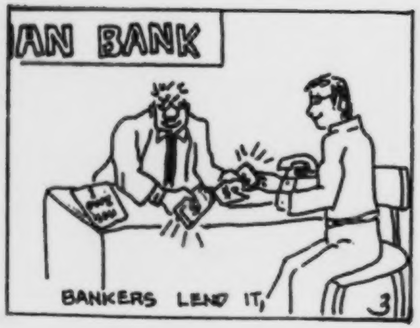
Forgers fake it,

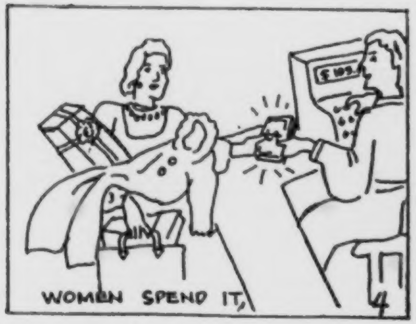
Taxes take it,

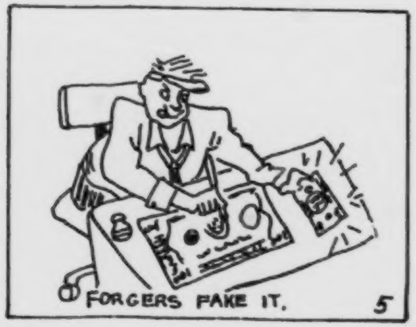
Dying leave it,

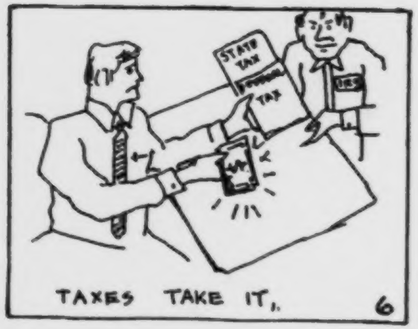

SALARY
WORKERS EARN IT,
1


SPENDTHRIFTS BURN, IT,
2


AN BANK
BANKERS LEND IT,
3


$ 100.
WOMEN SPEND IT,
4


FORGERS FAKE IT.
5


STATE TAX
TAX
TAXES TAKE IT,
6

TAPED POEMS (CONT.)

Heirs receive it,

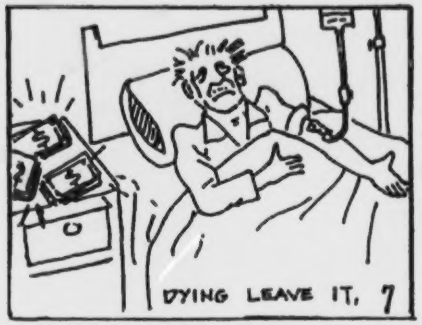
Thrifty save it,

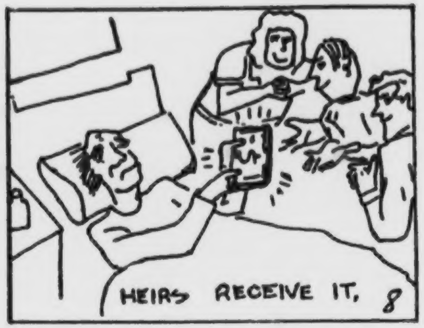
Misers crave it,

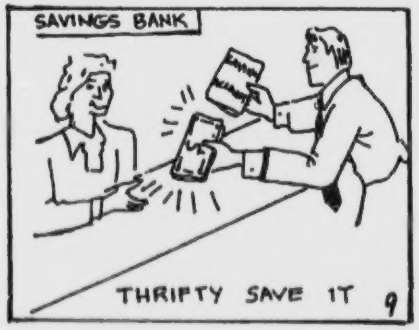
Robbers seize it,

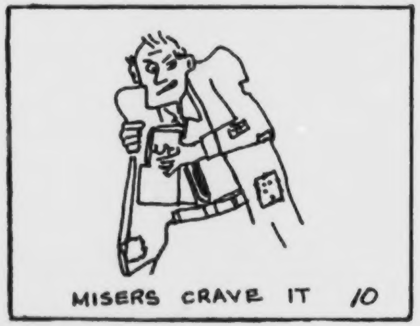
Gamblers lose it,

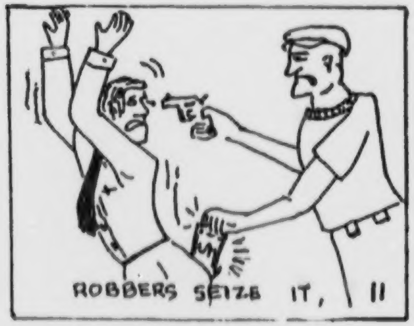
I could use it.

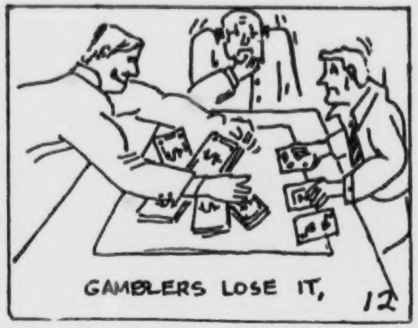

DYING LEAVE IT, 7

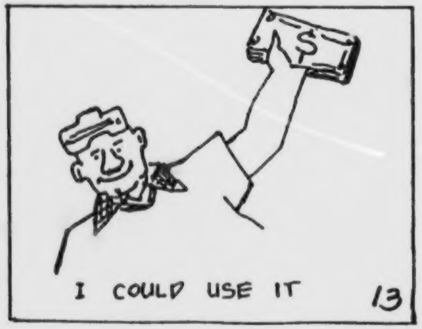

HEIRS RECEIVE IT, 8


SAVINGS BANK
THRIFTY SAVE IT 9


MISERS CRAVE IT 10


ROBBERS SEIZE IT, 11


GAMBLERS LOSE IT, 12


$
I COULD USE IT 13

UNIT : VARIOUS

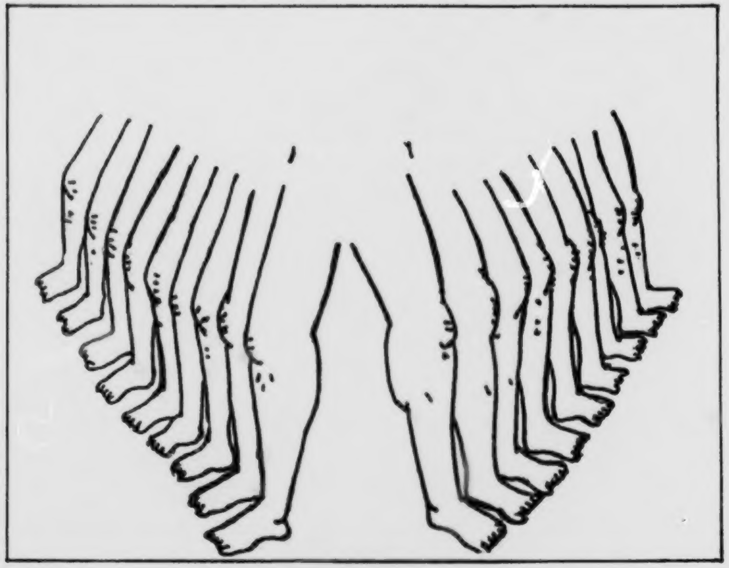
NAME OF MATERIAL : RIDDLES

CONTRIBUTOR : Linda Bebit

DESCRIPTION : A collection of playful riddles that stimulate students' interest. Riddles are rotated weekly at the LRC. Students write their guesses on the graffiti board.

RATIONALE : Among the oldest forms of entertainment are riddles. Some exist purely for fun. Others are adaptations of serious text meant to gauge knowledge. Students may search for their own riddles and share them with their peers. In their desire to get the answer the students will unconsciously resort to peer consultation and sharing; thus, there is an interplay of language. It is both fun and a language learning experience.

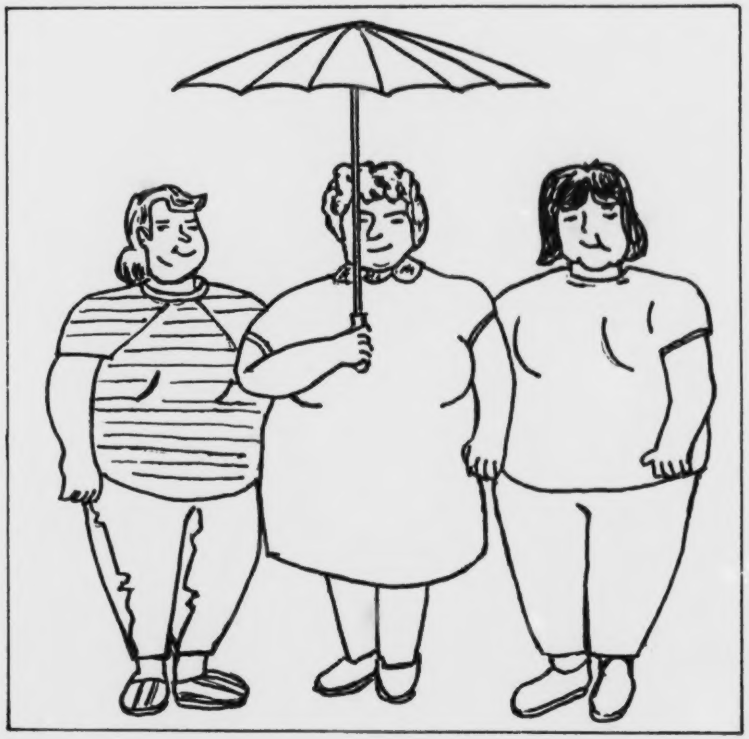
WHERE AVAILABLE : Learning Resource Centers



WHAT HAS 18
LEGS AND
CATCHES FLIES?

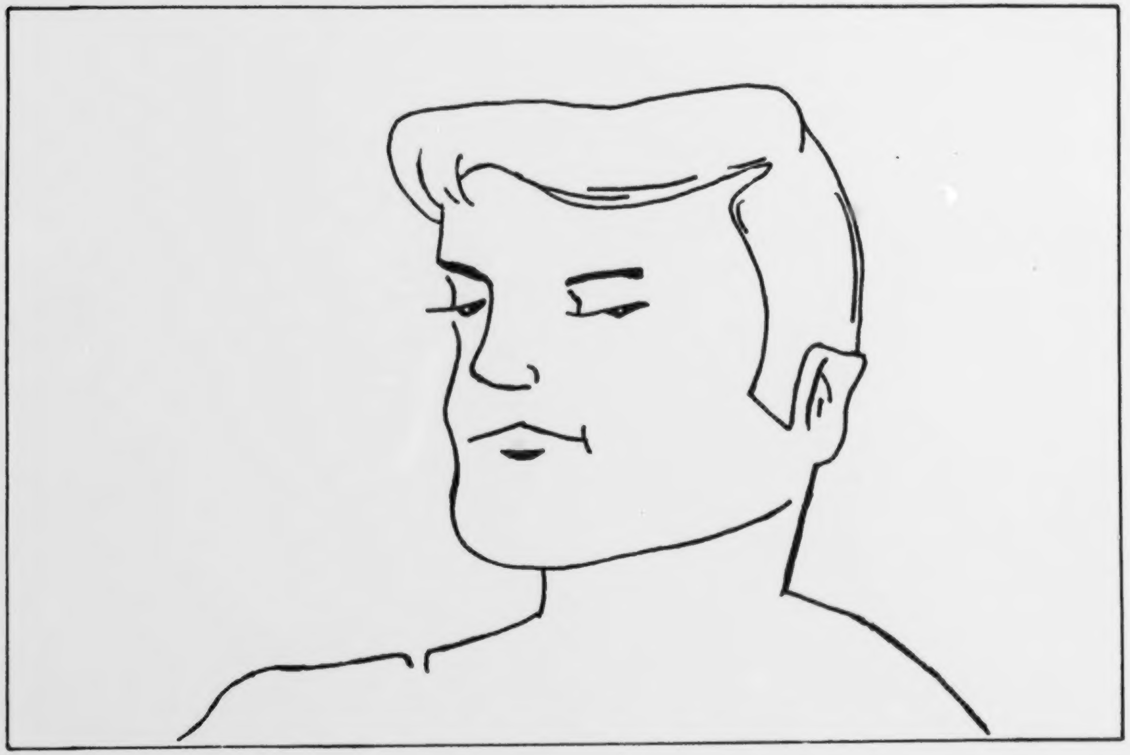
RIDDLES (CONT.)

THREE LARGE WOMEN WERE WALKING UNDER A SMALL UMBRELLA, BUT NONE OF THEM GOT WET, WHY NOT?



RIDDLES (CONT.)

WHY ISN'T A
PERSON'S NOSE
TWELVE
INCHES LONG?



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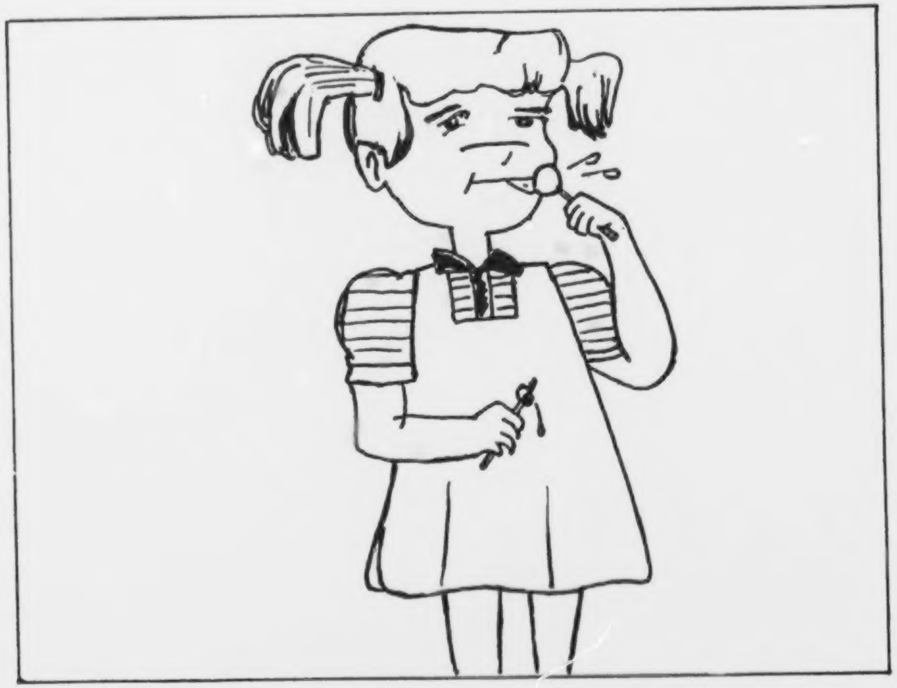
RIDDLES (CONT.)

WHY IS A
LOLLIPOP LIKE
A RACE HORSE?



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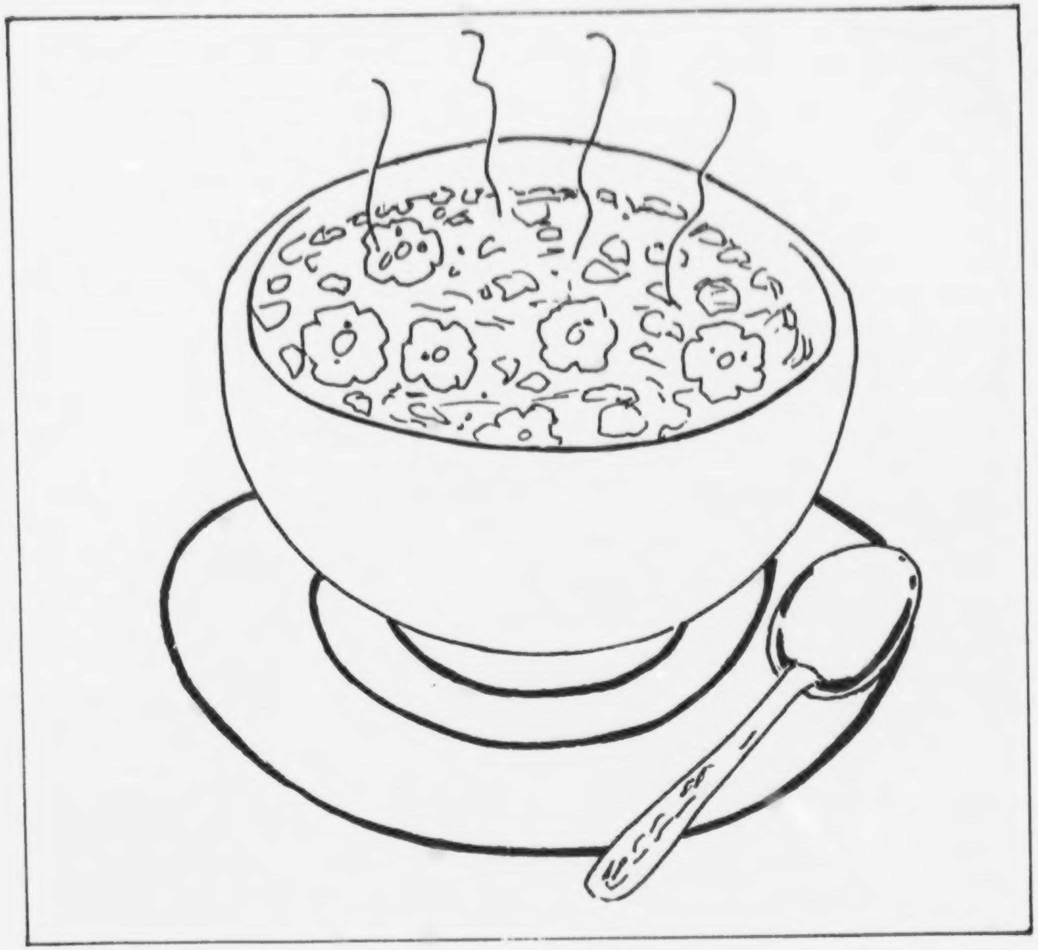
WHEN IS SOUP
CERTAIN TO RUN
OUT OF THE BOWL?



UNIT : VARIOUS

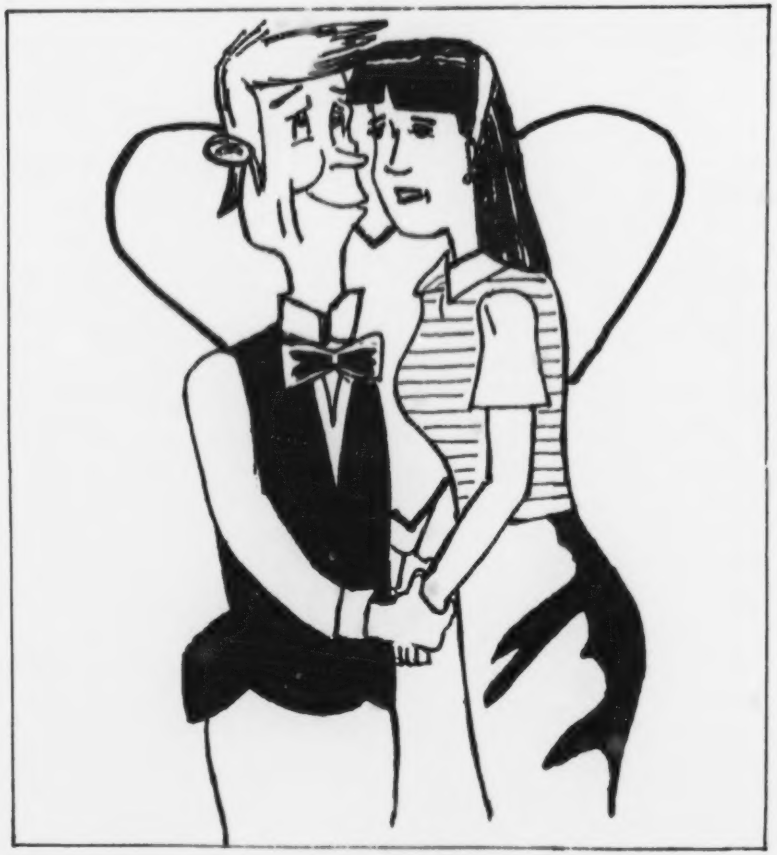
NAME OF MATERIAL : QUOTATIONS

CONTRIBUTOR : Linda Bebit

DESCRIPTION : Carefully selected quotations are illustrated and posted on a panel board. Students are asked to read the quotation and agree or disagree with it. They then discuss and write the reasons for their answers.

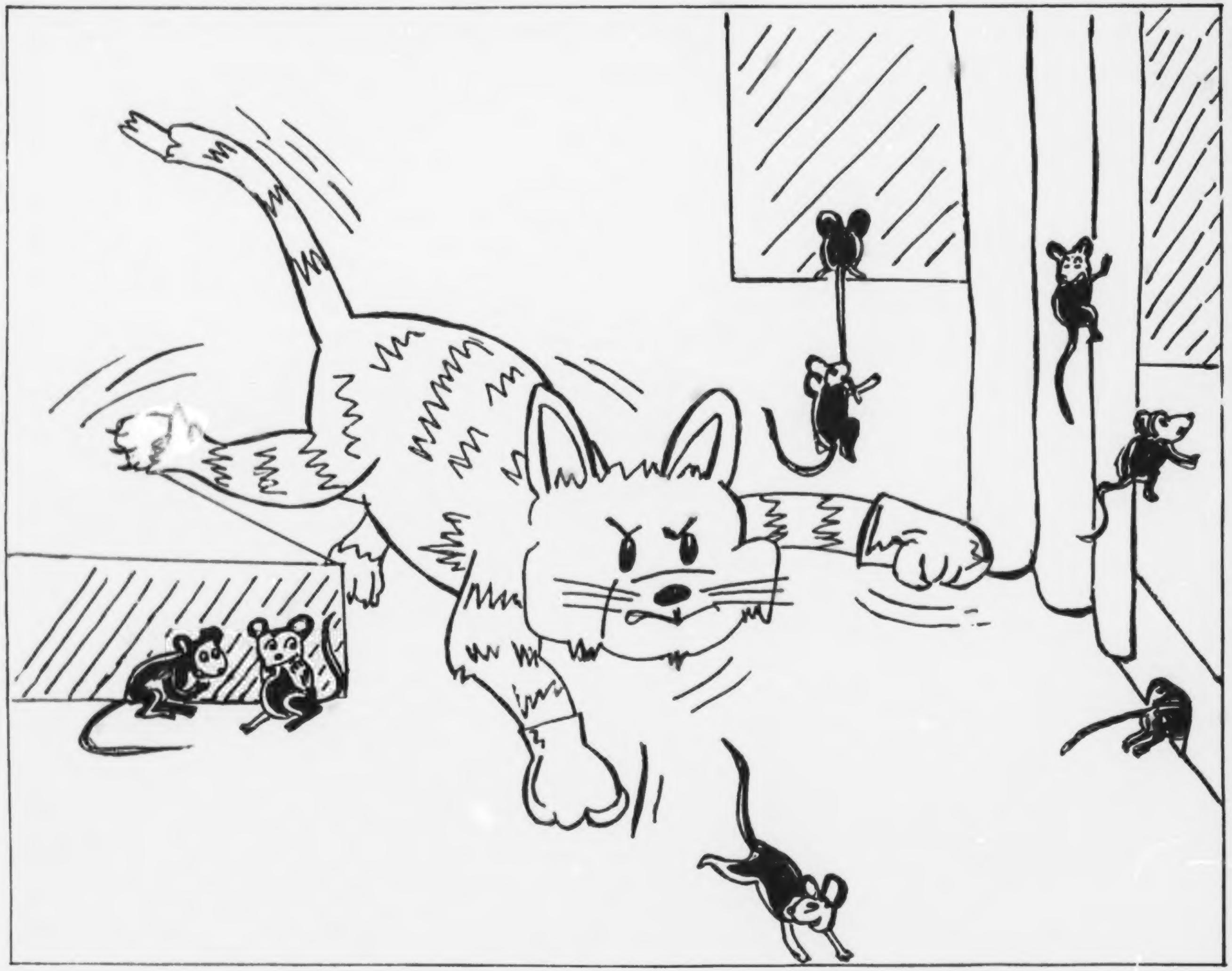
RATIONALE : Quotations tap students' imagination and generate language. They enhance students' knowledge of the English language, culture, values, traditions, etc. Relating quotations to students' background knowledge supports their instructional effectiveness.

WHERE AVAILABLE : Learning Resource Centers



LOVE IS BLIND

A CAT WITH GLOVES
CATCHES NO MICE



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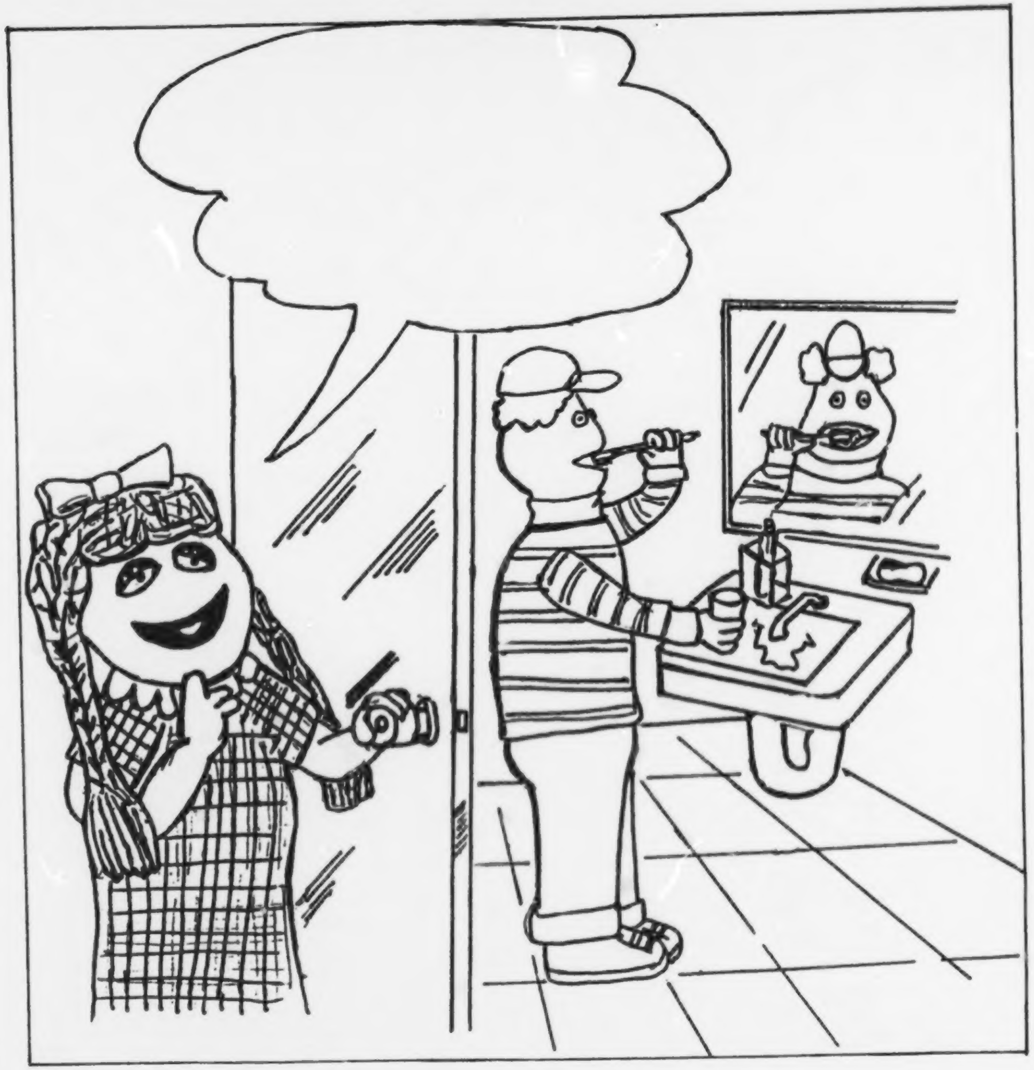
QUOTATIONS (CONT.)

HEALTH IS WEALTH



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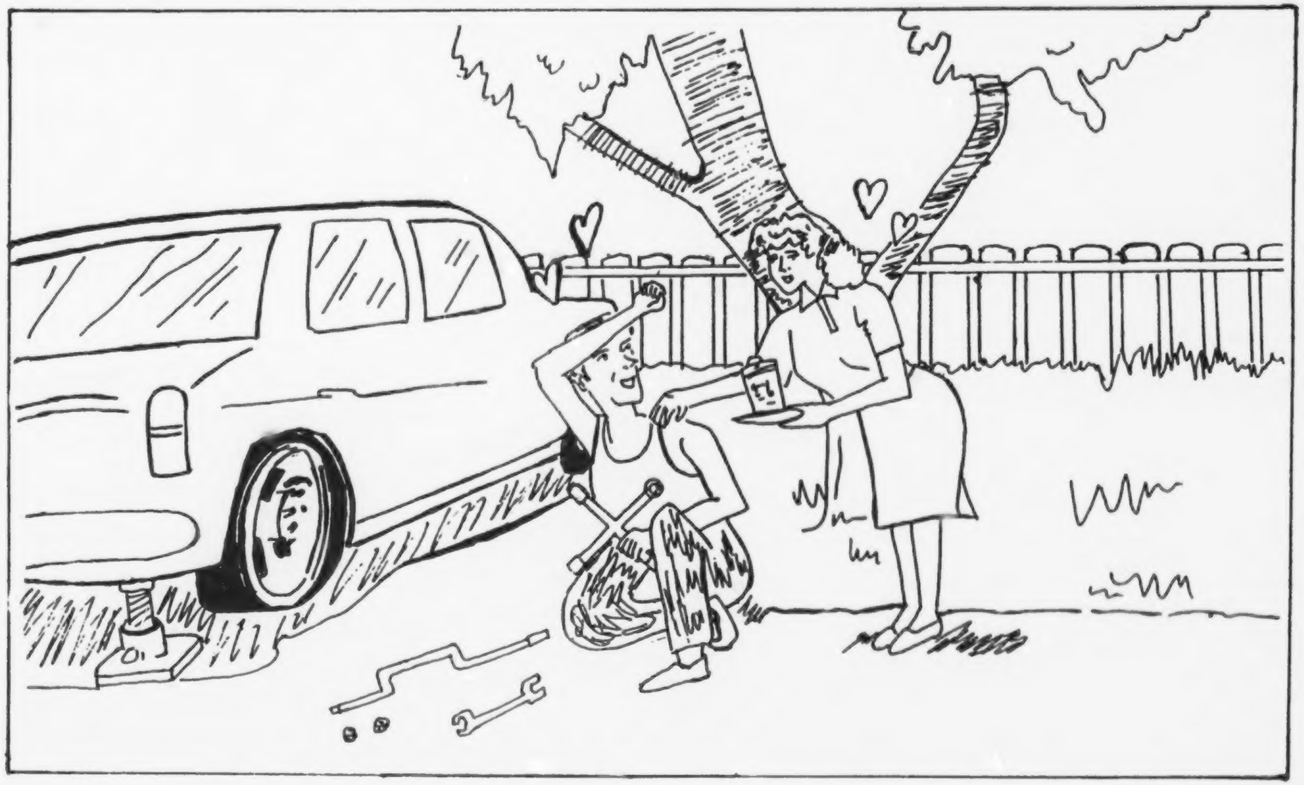
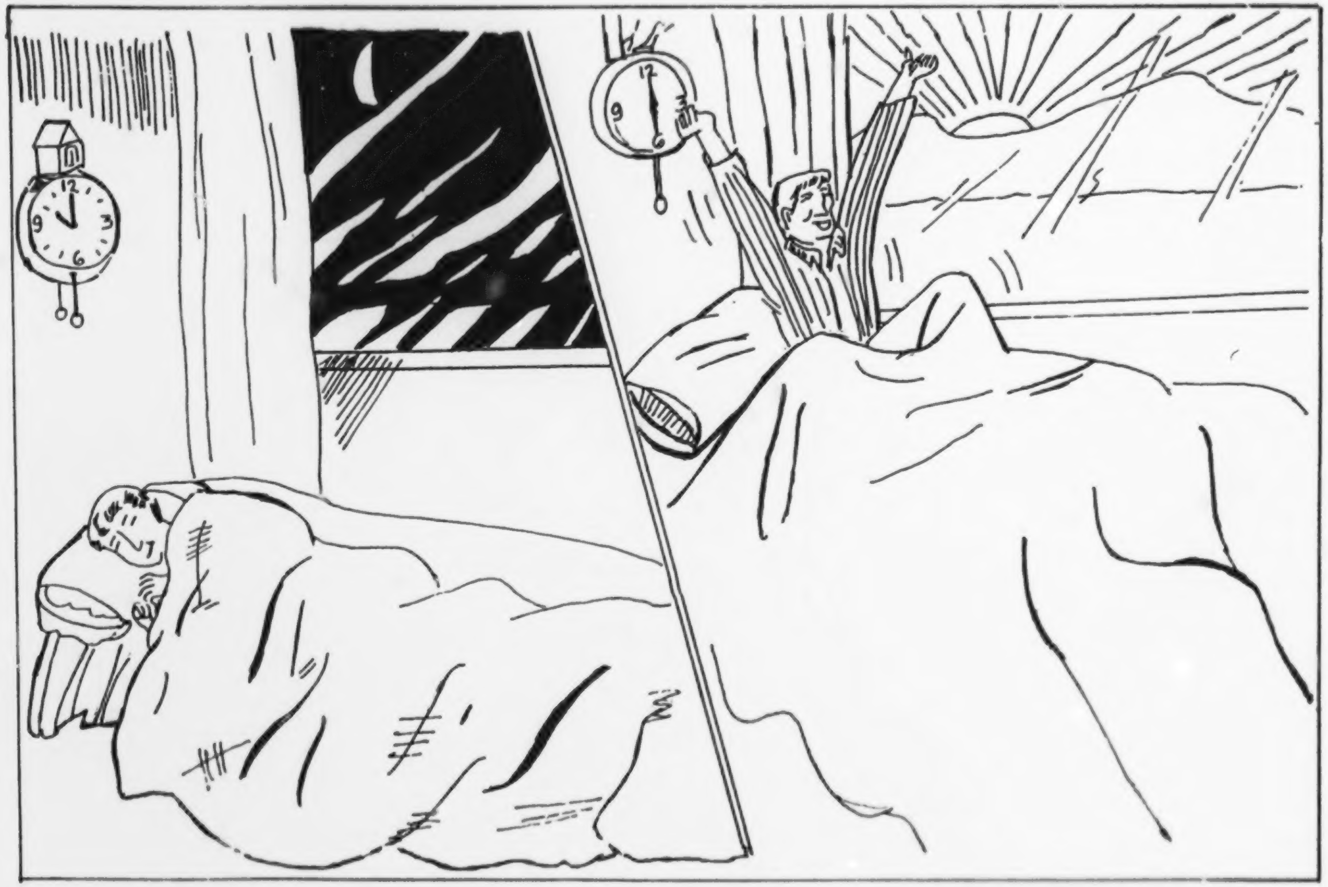
A GOOD WIFE
MAKES
A GOOD HUSBAND



EARLY TO BED AND EARLY TO RISE
MAKES A MAN
HEALTHY AND WISE


12
3
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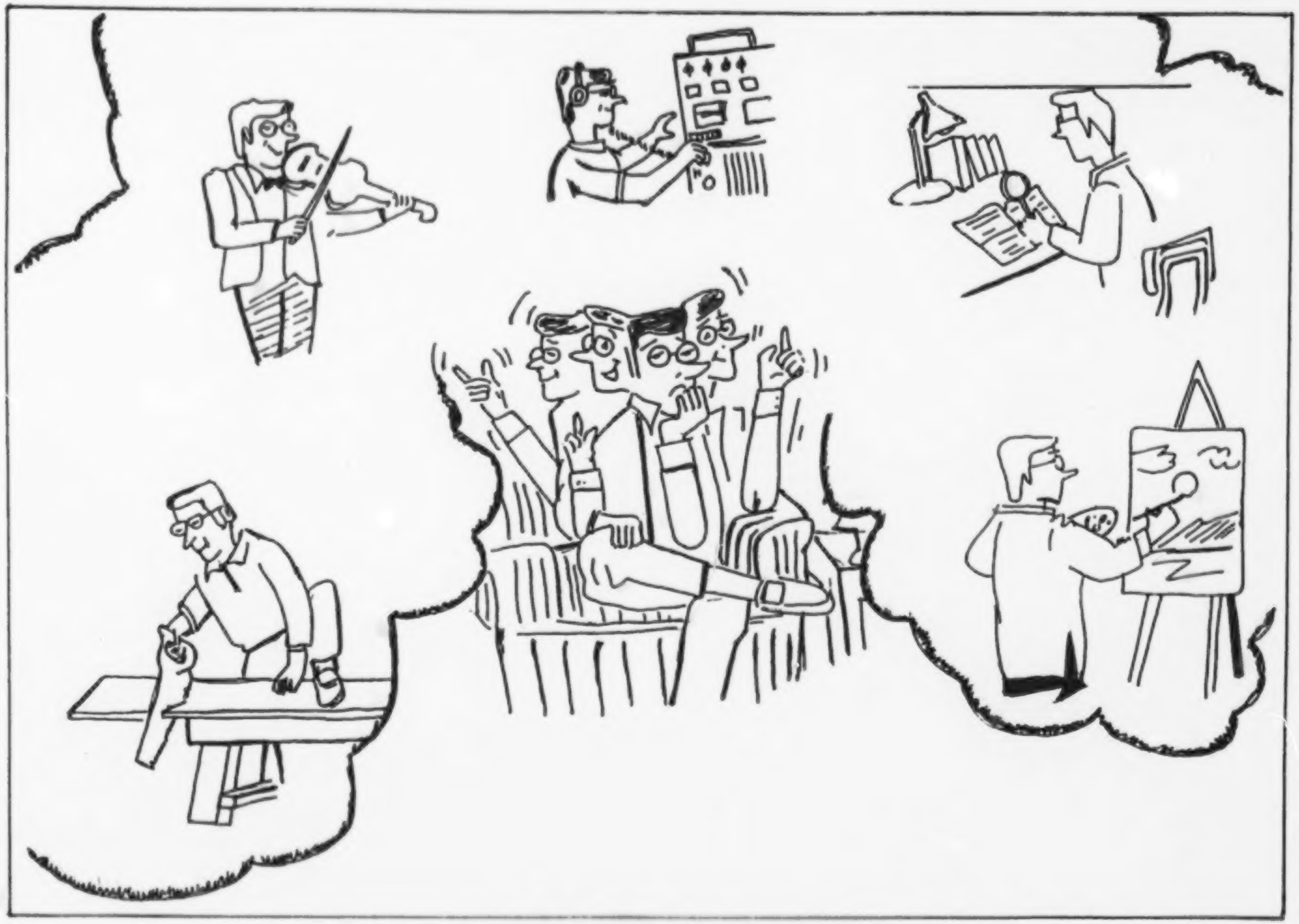
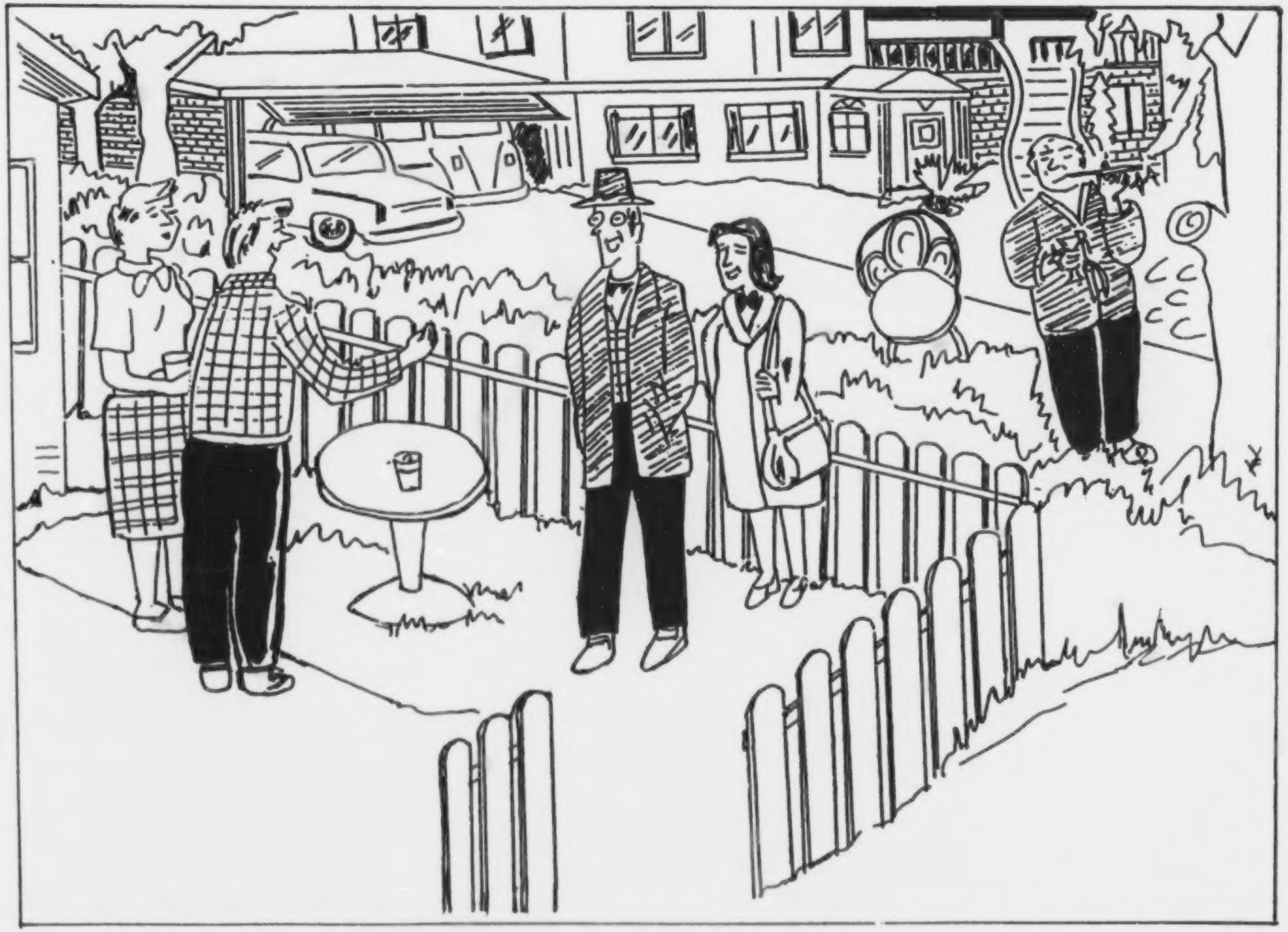
JACK OF ALL TRADES
MASTER OF NONE

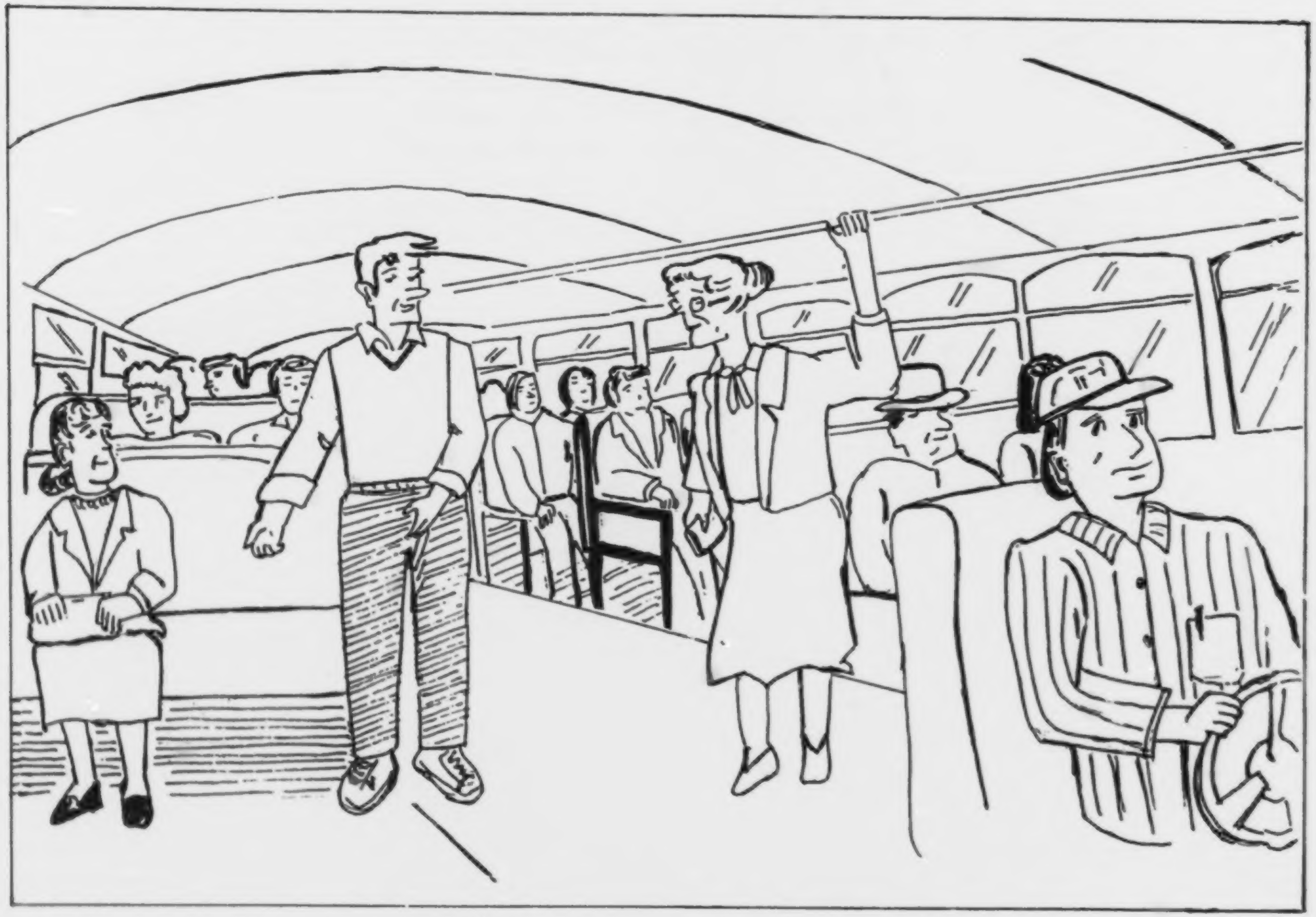


A RICH NEIGHBOR
IS A POOR FRIEND



BEST COPY AVAILABLE

COURTESY IS NOT PAID FOR



UNIT : VARIOUS

NAME OF MATERIAL : OPEN-ENDED STORIES

CONTRIBUTOR : Rosemarie Lalunio

DESCRIPTION : Stories are used which are discontinued at certain points to allow students to speculate as to what might happen next. Each story is illustrated and placed in a packet together with instructions and question cards. The students provide their own continuation of, or ending to, the story. The cue cards contain questions which may help the students do this. These stories can be used apart from the packets, with the whole class.

RATIONALE : Prediction is an essential part of the reading process. Open-ended stories make students aware of prediction strategies.

WHERE AVAILABLE : Learning Resource Centers

SUGGESTED TEACHING STRATEGY:

Ask the students to study the pictures and begin to conceptualize what the story might be about.

The students read the text of the story. Should some parts of the text not be understandable to the students, refer them to the pictures, using examples and supporting gestures. Be careful not to rob the students of the opportunity to create the meaning themselves.

The students now get a piece of paper from the packet in order to finish the story. They may want to use phrasebooks, dictionaries, and notebooks, or may want to consult with their peers.

Students read their work to their peers before placing it inside the packet or posting it on the bulletin board.

Prepared by:
Rosemarie Lalunio

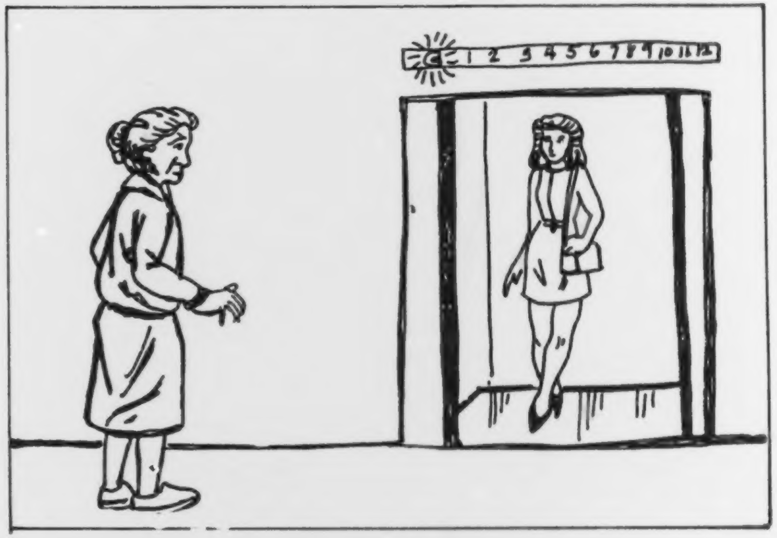
OPEN-ENDED STORIES (CONT.)

TITLE : The Magic Box
CONTRIBUTOR : Rosemarie Lalunio

A country woman was visiting the city for the first time. She went into a tall building. She saw an old lady standing in front of the closed door. There were lights above the door.

The door opened and the old lady went inside. The door closed.

After a few minutes, the door opened again and a beautiful young woman walked out!



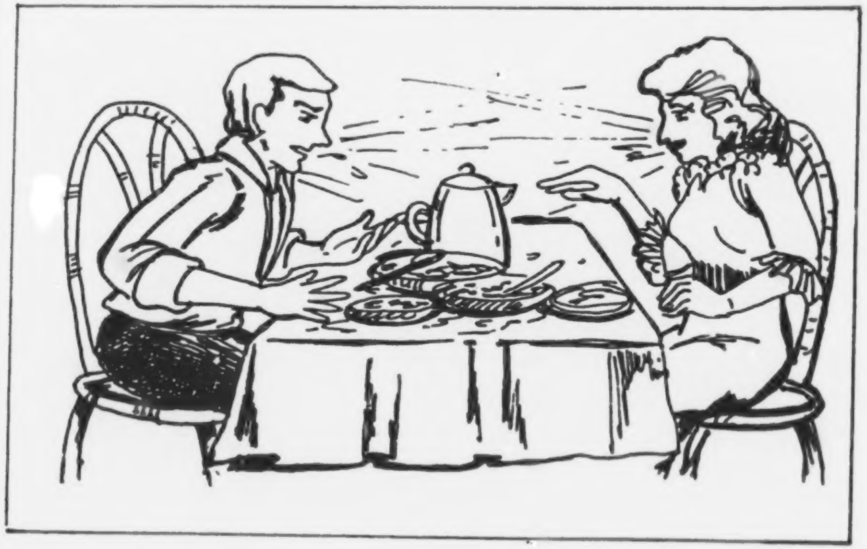
OPEN-ENDED STORIES (CONT.)

TITLE : Why Women Wash Dishes
CONTRIBUTOR : Rosemarie Lalunio

Long ago, there was a couple who always fought about who was going to wash dishes.

"Ok. I'm full. Start washing the dishes." ordered the man.

"Oh, no. You clean the dishes!" shouted the woman.

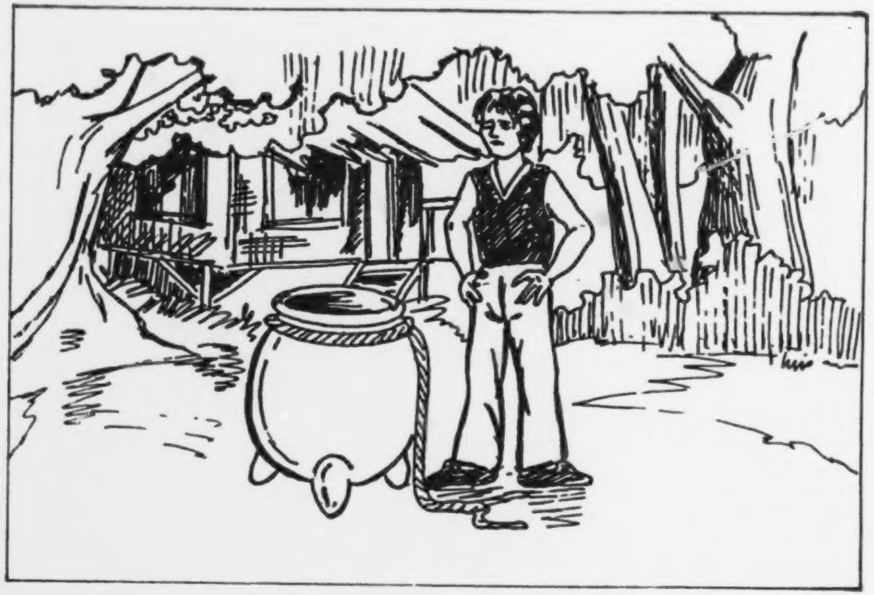


OPEN-ENDED STORIES (CONT.)

TITLE : Stupid John and the Pot
CONTRIBUTOR : Rosemarie Lalunio

One day, John's mother needed a very big pot. "Go to my friend's house and borrow a big pot. Then come home quickly."

John went and borrowed the big pot. He started to carry the pot home but it was very heavy.



TITLE : The Wind and the Sun
CONTRIBUTOR : Rosemarie Lalunio

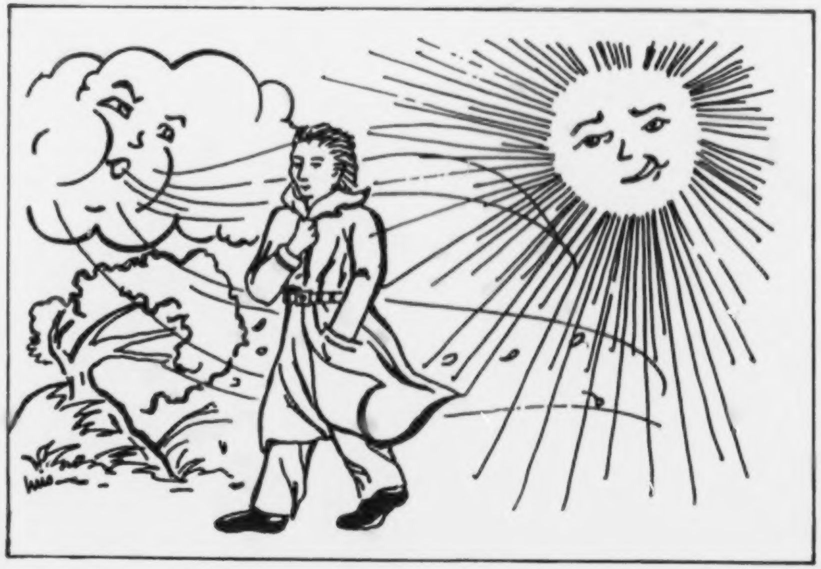
One day, the wind started an argument with the sun. "I am stronger than you are!" said the wind.

"No! I am much stronger than you are!" answered the sun.

They saw a man walking down the road. He was wearing a heavy coat.

The sun said to the wind, "Now, let us see. The one who can make the man take off his coat is stronger."

"Ok, I will do it first." agreed the wind.



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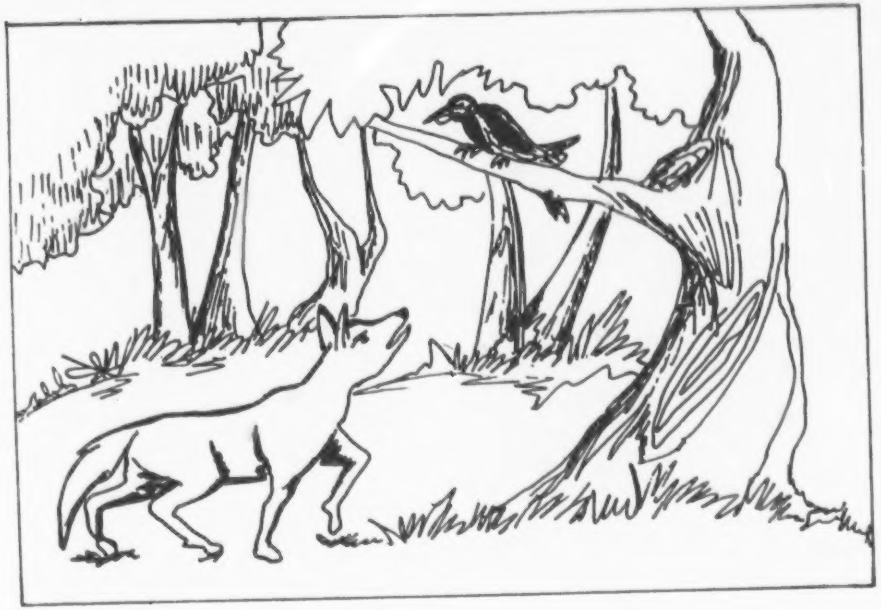
OPEN-ENDED STORIES (CONT.)

TITLE : The Fox and The Crow
CONTRIBUTOR : Rosemarie Lalunio

One day, the crow finds a small piece of bread and flies to a tree.

The fox saw the crow with the bread. He would like to get the bread for himself but he can't climb the tree.

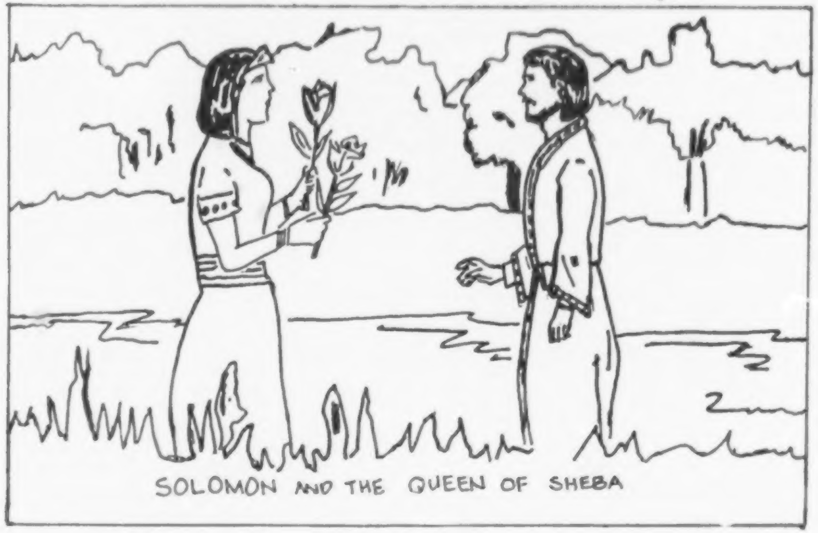


TITLE : Solomon and the Queen of Sheba
CONTRIBUTOR : Rosemarie Lalunio

King Solomon and the Queen of Sheba were friends. The queen was smart and beautiful.

One day, the queen showed two flowers to Solomon. The flowers looked very much alike.

"Look! Which of these two is the true flower?" she asked Solomon.


SOLOMON AND THE QUEEN OF SHEBA

UNIT : VARIOUS

NAME OF MATERIAL : TALKING BOOKS

CONTRIBUTOR : LRC Committee

DESCRIPTION : Packets consisting of an ESL-AB book, the audio-tape of that book, questions cards and blank paper are available. Students can choose to summarize the story or write their own stories.

RATIONALE : Illustrated stories enhance students' understanding of the language presented. Listening to the stories while reading adds another set of cues to support language learning.

WHERE AVAILABLE : Learning Resource Centers

AVAILABLE TALKING BOOKS:

The titles of the talking books correspond to the titles of the books produced by the Book Committee. See the section on ESL-AB Books for a complete list of titles.

UNIT : VARIOUS

NAME OF MATERIAL : COMIC STRIPS

CONTRIBUTOR : Celsa Alojado
Candy Tolentino
Josie Pajel

DESCRIPTION : These are colored comic strips from newspapers. Two sets of each title are enlarged, one with bubbles and one with text. Open-ended questions are developed and pasted at the back of the comic strips with text. The set with the bubbles are for students to fill in dialogs they think are appropriate.

RATIONALE : The situations illustrated in the comic strips lead students to ask questions, and develop imaginary conversations among the characters in the comic strip.

WHERE AVAILABLE : Learning Resource Centers

TITLE : Comic Strip Synopses
CONTRIBUTOR : May Vargas

1. BARNEY GOOGLE AND SNUFFY SMITH by Fred Lasswell

This comic strip consists of seven frames. Barney and Snuffy the Parson are the characters of the story. Barney pretended that she was very willing to invite Parson to come in to her house when Parson was standing by the door. But she told Parson that she was fixing her house because she was doing some painting as she showed some uncovered furniture.Snuffy and his companion were the ones covered and not furniture because they were playing cards. In spite of the covering done by Barney and hiding done by Snuffy and his companion, Parson still saw one card on the floor.

2. WILLY 'N ETHEL by Joe Martin

This strip shows a woman cooking broccoli casserole and wondering at the same time what excuse her husband and child will make again this time because they have never eaten her prepared broccoli casserole. Her husband and child thought of pretending to be poisoned as an excuse.

3. ANDY CAPP by Smythe

This comic strip has 8 frames and shows a conversation between husband and wife. The wife is reading a job section of a newspaper and looking for a suitable job for her husband. Her husband is seemingly not interested because of the salary.

4. HAGAR, THE HORRIBLE by Dik Browne

This comic strip has 8 frames. One character of the story is commenting on how fun being a Visigoth is. But Hagar insisted that he meant Viking and not Visigoth. Hagar explained the difference between Vikings and Visigoths. After a series of explanations, the man finally asked whether they were Vikings or Visigoths.

5. BLONDIE by Dean Young and Stan Drake

This comic strip has 8 frames. This funny story starts with the mother instructing her family to store away their winter clothes in the attic. The story ends with the family amazed because upon going out of their house they discover that it's snowing!

6. FOR BETTER OR FOR WORSE by Lyn Johnston

This is a funny story of a former dentist patient doing some dentist's task like extracting a tooth. The next patient is his dentist.

UNIT : VARIOUS

NAME OF MATERIAL : PICTURE SERIES

CONTRIBUTOR : Celsa Alojado

DESCRIPTION : A packet containing a series of pictures cut out of magazines. Each packet has a central theme, e.g. food, clothing, etc. Instructions and tasks are provided in each packet.

RATIONALE : Students are free to use the suggested instructions and tasks, or use the packet in any way that interests them. Allowing students to choose materials and strategies encourages language learning, in that students' minds are then more focused on the language involved.

WHERE AVAILABLE : Learning Resource Centers

AVAILABLE PICTURE SERIES:

Title:	Contributor:
Reactions, Please	Erlinda Agbayani
What Do You Like Best?	Gloria Leal
Name and Decide	Celsa Alojado
Think and Decide	Celsa Alojado
Thinking and Sharing	Celsa Alojado

UNIT : GENERAL

NAME OF MATERIAL : ILLUSTRATED CLASSICS

CONTRIBUTOR : Josie Pajel
Celsa Alojado

DESCRIPTION : Ten stories considered classics are illustrated in comic form. The language used is suitable for intermediate students, Level B or above. Beginning, Level A, students may also enjoy them, however.

RATIONALE : Comic books are a familiar source of reading pleasure for many of our students. While comics may not be considered a high literary form, there are some definite advantages in using them instructionally. Because students are not intimidated by comics, there's a greater chance that they will pick them up. The illustrations are a powerful support to students as they read for meaning.

WHERE AVAILABLE : Learning Resource Centers

SUGGESTED TEACHING STRATEGY:

Students choose any illustrated classic comic book which interests them and read individually or in pairs. Ask the students to take note of words they want to understand better. They can use you, their classmates, the LRC clerks, or the dictionary as resources.

Students share with each other the new words they have learned. This can be done effectively in pairs. Discuss idiomatic expressions with the whole class.

Prepared by:
Celsa Alojado

TITLE : Synopses for Illustrated Classics
CONTRIBUTOR : Theresa Bolneo

1. MOBY DICK by Hermann Melville

A story of a powerful and obsessed captain, named Ahab, of a whaling vessel, who takes his ship and crew on a vengeful search for a great white whale named Moby Dick.

2. THE PRINCE AND THE PAUPER by Mark Twain

This is a fantasy story of two boys - the Prince of Wales, heir to the throne of England, and Tom Canty, a common beggar from London's slums - who one day discover that they look exactly the same. The boys exchange clothes for fun, but then, through a series of errors based on mistaken identity, are forced to exchange lives as well.

3. HUCKLEBERRY FINN by Mark Twain

A humorous story of a boy named Huck Finn who escapes from his drunken father and travels down the river on a raft with a runaway slave named Jim. Together they experience a life of adventures.

4. DR. JEKYLL AND MR. HYDE by Robert Louis Stevenson

A story of a man who has a double personality. By drinking a secret chemical potion, the respected and gentle Dr. Jekyll transforms himself into the evil and ugly Mr. Hyde, who roams the streets of London at night committing terrible crimes. Mr. Utterson, a friend of Dr. Jekyll, pieces together the clues in order to discover the secret of Dr. Jeykll and Mr. Hyde.

5. GULLIVER'S TRAVELS by Jonathan Swift

This is a story of Lemuel Gulliver, a British surgeon, who was shipwrecked on the shores of Liliput, a land of people only six inches high. The story tells of his adventures with the little people of Liliput and its neighboring country, Blefuscu.

6. OLIVER TWIST by Charles Dickens

A story of a poor orphan boy, Oliver Twist, who falls victim of a criminal plot to turn him into a thief through the evil scheme of his half brother Monks, and Fagin, an old man who trains young boys to steal. Oliver is heir to a big inheritance left to him by his father and mother but only if Oliver never commits any bad acts. It is for this reason that Monks wants to cheat him out of his inheritance. Being a good boy at heart, Oliver manages to survive the squalor and griminess of London's underworld. Through a complex interweaving of character and circumstances, Oliver wins friends who help him discover the secret of his true origin.

7. THE MOONSTONE by William Wilkie Collins

A story about a precious stone, a diamond called the Moonstone. The diamond belongs in the forehead of the sacred Moon-God, Vishnu, an important Indian god. In olden times, the grandfather of Sultan Tippo attacked the holy city of India and stole the diamond from the Moon-God. This angered the Moon-God who issued a curse that misfortune would fall to whoever possesses it.

John Herncastle, a British soldier, steals the precious diamond from the treasury of the city. He brings it with him to England, where it passes from one hand to another and becomes the object of a complex mystery.

8. ROBIN HOOD

An old English folk tale which tells the story of a folk hero of twelfth century England who, through no fault of his own, becomes an outlaw. Robin lives in Sherwood Forest with his "band of merry men", which includes the gentle Little John, the jolly monk, Friar Tuck, and the young Will Scarlet. Fighting injustice and cruel laws, the men rob from the rich and pompous and give to the poor and needy. Robin cleverly tricks the hated Sheriff of Nottingham through a series of incidents and finally meets the King himself.

9. ROBINSON CRUSOE by Daniel Defoe

A story of an Englishman who has such a longing for sea adventure that he gives up his comfortable life in a London home. On one of his voyages the ship sinks and he finds himself alone on an uninhabited island. In his many years on the island, he learns the skills and joys of self-sufficiency in the wilderness. His only companion, whom he meets after twenty-four years on his own, is his faithful native servant named Friday.

After helping a man, who turns out to be a captain of an English ship, Crusoe returns back to England after living on the island for twenty-eight years.

10. THE FLAYED HAND AND OTHER FAMOUS MYSTERIES

A. THE SIGN OF THE FOUR by Arthur Conan Doyle

Famous London detective, Sherlock Holmes and Dr. Watson, his assistant, piece together the stories of a beautiful girl, the son of a major-general and a criminal in order to solve the mystery of a father's disappearance and a hidden treasure stolen in India.

B. THE FLAYED HAND by Guy de Maupassant

The story of a long-dead insane criminal whose severed hand gruesomely comes to life again and kills once more.

C. MURDER IN THE RUE MORGUE by Edgar Allan Poe

The story of mysterious murders on a street in Paris, which could not have been committed by a human being. Not human then who?

PHOTOS AND SLIDES

PHOTOS AND SLIDES

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INTRODUCTION

One of the many resources available to teachers here at PRPC are the sets of slides and photos housed in the Learning Resource Centers and the IMS Materials Library. These photos and slides not only stimulate interest, but create enthusiasm as they draw on students' background knowledge. They include a wealth of cultural information and enhance lessons by appealing to both the aesthetic and emotional sensibilities of the students. The images they record can help teachers clarify language which might otherwise remain obscure, and can support beginning language learners in communicating about the feelings, experiences and hopes that matter to them most.

The photos and slides include contributions by the Photo and Slide Committee,* as well as personal contributions by teachers, supervisors and program officers. Grateful acknowledgment goes to each of these contributors. Special thanks goes to Josie Pajel, chairperson of the Photo and Slide Committee, for compiling this section, and to the IMS staff for producing these materials.

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* More information about the Photo and Slide Committee and its work can be found in the ESL-AB Handbook.

UNIT : PERSONAL INFORMATION
SHOPPING: DEPARTMENT STORE

NAME OF MATERIAL : PHOTOS: SEASONS

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A set of 12 photos showing the seasons and the clothes worn during each.

RATIONALE : This set of photos will familiarize our students with the seasons of North America, as well as with what kinds of clothing to wear during which season. Since our students come from countries in which seasons do not involve extreme temperature changes, North American seasons and the clothing needs related to each are unfamiliar to them. Learning the language related to this is of interest especially to students going to temperate states, and is relevant in many shopping and social situations everywhere in the U.S.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

SUGGESTED TEACHING STRATEGY:

Students describe the photo they like best. Write their comments on the board.

Students work in groups to write a narrative about each of the seasons using the language on the board as a resource. A recorder, a facilitator, and a reporter is assigned in each group.

When the groups have finished, the person assigned to be the reporter shares their work with the class.

Other Ideas:

Divide the class into four groups. Have each group make a list of what kind of clothing a person needs for each season depicted in the photos. Have students compare lists. Then, as a class, make a list of the different kinds and styles of clothing.

Prepared by:
Josephine C. Pajel

PHOTOS (CONT.)

SEASONS:

1. Girl with a snowman
2. Easter-egg hunt
3. River view with mountains
4. Summer with 4 people
5. Winter with trees
6. Woman and man in thick sweaters
7. River scene with snow
8. Trees in autumn
9. Roadside in autumn
10. Spring with flowers on the highway
11. Autumn with a church and houses
12. Summer - 4 people and a kangaroo
13. Autumn (trees and ferns)

UNIT : LOCATIONS, DIRECTIONS

NAME OF MATERIAL : PHOTOS: FAMILIAR PLACES IN PRPC

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A set of 30 photos which clearly depict various locations in PRPC. (Photos by Peter Obligacion)

RATIONALE : Language learning is easier when language is placed in a context which is meaningful to the learner. This material is a strong support to students when learning language related to locations and directions, since the photos show places they know well.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

FAMILIAR PLACES IN P.R.P.C.:

1. Freedom Plaza with the boats and plaque
2. Freedom Plaza showing the flags
3. Temple with two boys inside
4. I.C.M.C. dormitories
5. Billet
6. Market in neighborhood 5
7. Market stall (2 photos)
8. Hospital - Emergency Area
9. Post Office
10. View of a ricefield
11. Two Vietnamese women shopping in the market
12. Temple shrine in neighborhood 2
13. Freedom Plaza with 2 boats
14. Inside the temple in neighborhood 7 with two persons offering incense
15. View of the temple in neighborhood 2
16. View of the mountains
17. A man taking a bath
18. Billet scene with 6 people
19. Billet scene with a woman watering plants
20. Billet scene with boys studying with a woman
21. Billet scene with boys under a tree
22. A girl washing dishes by the bathroom
23. A man chopping firewood with 2 men watching

24-26. I.O.M. medical series (X-ray procedure: 3 photos)

27-30. Getting a Haircut series (4 photos)

UNIT : SHOPPING

NAME OF MATERIAL : PHOTOS: FOOD ITEMS

CONTRIBUTOR : Josephine C. Pajel
Steve DeBonis

DESCRIPTION : A set of 25 photos showing the most popular food items at the PRPC markets.

RATIONALE : These photos can be used to involve students in discussing kinds of food items, prices and availability, and family members' food preferences. Since the photos were taken in the PRPC markets, language relevant to the students will be easily generated.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

FOOD ITEMS:

1. Okra
2. Noodles
3. Pork
4. Fish
5. Chinese cabbage
6. Eggplant
7. Cucumber
8. Papaya
9. Peanuts
10. Carrots
11. Ginger
12. Squash
13. Corn
14. Banana
15. Cabbage
16. Garlic
17. Chicken
18. Eggs
19. Spring onions
20. Swamp Cabbage
21. Tomatoes
22. Bamboo shoots
23. Potatoes
24. Onion bulbs
25. Vegetables:
    cucumber
    garlic
    onions

UNIT : SHOPPING
PERSONAL INFORMATION

NAME OF MATERIAL : PHOTOS: CLOTHING ITEMS

CONTRIBUTOR : Steve DeBonis

DESCRIPTION : A set of 9 photos showing different clothing items.

RATIONALE : This photo set can be used to familiarize students with descriptive language about people and dress, language which is frequently used in daily conversation.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

CLOTHING ITEMS:

1. 2 white dresses
2. A pair of shorts, pants and a pair of men's briefs
3. A man wearing a shirt and jeans
4. Fabric
5. A pair of slippers, shoes and socks
6. A man posing with a cigarette
7. A man wearing a red jacket
8. A man in a suit and dark glasses
9. 3 purses

UNIT : SHOPPING

NAME OF MATERIAL : PHOTOS: SHOPPING IN PRPC

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A set of 12 photos showing the PRPC market scene. (Photos by Peter Obligacion)

RATIONALE : The familiar PRPC market scenes shown in this photo set generate discussions about the items shown, the different measurements used for selling various types of goods, and many other things. The language generated is highly relevant to daily errands.

WHERE AVAILABLE : IHS Materials Library
Learning Resource Centers

SHOPPING IN P.R.P.C.:

A.1. Woman selecting cucumbers
2. Woman gesturing for a kilo
3. Cucumbers weighed by the seller
4. Woman receiving the cucumbers
5. Woman paying for the cucumbers
6. Woman receiving her change

B.1. Woman buying pomelo
2. Woman putting the pomelo in a plastic bag
3. Vietnamese woman accepting the plastic bag of pomelo
4. Vietnamese woman paying
5. Vietnamese woman accepting her change

C.1. Man paying for a soda

UNIT : SHOPPING

NAME OF MATERIAL : PHOTOS: U.S. SUPERMARKET

CONTRIBUTOR : Sharon C. Snyder

DESCRIPTION : A set of 18 photos showing the different sections in a supermarket, a check-out counter, and supermarket carts.

RATIONALE : This photo set helps students become familiar with the language and behavior involved in using supermarkets in the U.S.: the names of food items, the signs labelling the different sections of the store, the price signs, the shopping carts, and the check out lines. Much language is generated as students compare and contrast what they see in these photos with what they're used to in their home countries and in the PRPC.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

U.S. SUPERMARKET:

1. Chicken with prices ($1.49)
2. Meat section, with a woman buying meat
3. Apples
4. Bananas
5. Peppers
6. Onions, cabbage, cucumbers
7. Cabbage, cucumbers
8. Vegetables: carrots, tomatoes, ginger root
9. Dairy section (cheese, etc.)
10. Dairy section (milk, etc)
11. Spice stand
13. Potatoes
14. Pastries: woman checking her shopping list
15. Seafood
16-17. Putting grocery bags in the van (2 photos)
18. Arriving home (back door)

UNIT : SHOPPING: EATING OUT
SOCIAL LANGUAGE

NAME OF MATERIAL : PHOTOS: IN A RESTAURANT

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A photo series of a man in a restaurant as he orders, eats, and takes and pays for his bill.

RATIONALE : Eating out with family and friends is a common social activity in many places. Learning the English used in such situations will build students' confidence in participating with friends in social gatherings at restaurants, once they're in the U.S.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

SUGGESTED TEACHING STRATEGY:

Post the photos on the board and ask the students to describe each. Ask the students what they think the people in the photos are saying. Focus students' attention on the situation so that they will be able to generate language that is appropriate for the situation.

The students can write a dialog based on the prior discussion, and then role play their dialogs.

Other Ideas:

Have students write about any of the following topics, or others they choose:

On what occasions do people eat in restaurants in your native country?
Did you have a favorite restaurant in your home town or city? Why was it your favorite? Describe it.

Prepared by:
Josephine C. Pajel

PHOTOS (CONT.)

IN A RESTAURANT:

1. A Vietnamese man ordering
2. Waitress serving food
3. Lan eating
4. Waitress removing the dishes
5. Lan receiving the bill
6. Lan paying his bill

UNIT : HEALTH

NAME OF MATERIAL : PHOTOS: MEDICAL CHECK-UP

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A series of 8 photos showing a medical check-up.

RATIONALE : This photo set can be used to help students learn how to articulate, in English, their medical histories and current complaints.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

SUGGESTED TEACHING STRATEGY:

Post the photos on the board and ask the students to describe each one.

Write the students' responses on the board.

After the students are familiar with the language involved in the medical check-up process, the class can do a simulation of a check-up using language they have generated.

Other Ideas:

This photo set can be used to assess students' background knowledge about medical procedures, including the process they experience at IOM and at the PRPC hospital.

It can also be used to start story-telling among students about their own or their family members' medical experiences.

Prepared by:
Josephine C. Pajel

PHOTOS (CONT.)

MEDICAL CHECK-UP:

1-2. Open your mouth say Ah' (2 photos)
3. Ear examination
4. Checking heart/lungs
5. Woman checking her weight
6. Temperature check
7. Blood pressure check
8. Presenting I.O.M. card
9. Emergency Cases Only (sign), with a Lao woman by the door

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UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

NAME OF MATERIAL : PHOTOS: SPORTS

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A set of 12 photos showing various sports, from old-time fishing to modern day skateboarding and surfing.

RATIONALE : Americans are fond of sports. This set of photos will familiarize the students some of the sports that are popular in the U.S. Through discussions about these sports, our students will be able to learn language which may help them interact socially with co-workers and acquaintances in the U.S.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

SUGGESTED TEACHING STRATEGY:

Post the photos on the board. Group together students who like to play the same sport. There can be as many groups as there are sports photos.

Students converse about their favorite sport, using the following questions as a guide, if they want:

When do you play the sport?
Why do you play it?
Do you find it easy or difficult?
What are the advantages or disadvantages of the sport?
Where do you play it?
How do you play it?
What are the main features of the sport?

The students write up their conversations in paragraph form and share them with the class. Other students can ask the reporting group for clarification or other information about the sport.

PHOTOS (CONT.)

Students who like and/or play more than one sport can exchange photos and continue working.

Other Ideas:

Students can also work in pairs, selecting their favorite sport and developing a dialog which they then act out.

Let students differentiate between individual and team sports, and discuss what is involved in team sports vs. individual sports.

Discuss which sports are played during which seasons.

Prepared by:
Josephine C. Pajel

SPORTS:

1. Surfing
2. Roller sailing
3. Skateboarding
4. Ice hockey
5. Skiing
6. Boy with a frisbee
7. Skijakking
8. Wind sailing
9. Aquacise
10. Riding the rapids/canoeing
11. Football
12. Fishing

UNIT : SOCIAL LANGUAGE FOR
YOUNG ADULTS

NAME OF MATERIAL : PHOTOS: APPROPRIATE DRESS

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A set of 12 photos showing appropriate dress for different occasions, such as work, school, and play.

RATIONALE : This photo set can be used to familiarize our students with language related to clothing for various social and work situations. By discussing opinions about forms of dress, language will be generated which is relevant to many situations at work, at play, and when doing personal errands.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

APPROPRIATE DRESS:

1. Man in thermal clothing
2. A man and a woman at a racquet ball court
3. A woman bowling
4. A woman in her underwear
5. A man in his underwear
6. A kitchen helper
7. A grocery
8. Classroom Scene
9. Man on a bench in coat and tie
10. A woman in an office outfit
11. A man and a woman riding bicycles
12. A beach scene with people wearing swim suits

UNIT : VARIOUS

NAME OF MATERIAL : PHOTOS: VIETNAM AND PRPC

CONTRIBUTOR : Ly Doan Tin
Lyndon Haviland

DESCRIPTION : A set of 17 colored photos and 16 black and white photos. The set consists of different scenes and activities in both Vietnam and PRPC by Ly Doan Tin, a Vietnamese photographer.

RATIONALE : These high interest photos promote language learning by involving students in question and answer sessions and lively discussions. Students are encouraged to express their ideas, opinions, desires, and feelings while viewing these photos. Photos can also inspire critical thinking and help students reflect on possible actions and solutions. Finally, photo viewing can promote cultural awareness on the part of the learner as well as the teacher.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

Topic: General: Discussion
(Photos involving people)

Students create their own questions for their peers to answer. In addition to their questions, the following may also serve as a basis for generating language:

What does the photo suggest about the relationships among the people shown?
Where was the photo taken?
Who do you think the photographer was?
What do you think s/he is like?
Why do you think the photographer took this picture?

Topic: General: Writing
(All photos)

Hand out each photo along with a large sheet of paper. Students write their ideas about the photo on the paper, fold the paper over so that the writing can't be read, and then pass the picture together with the paper to another group.

Each picture passes from group to group. After everyone is finished, the paper is unfolded and read by the class.

Students work in pairs to write a dialog about the picture of their choice. Each pair role plays its dialog without saying in advance which picture they chose to act out. Their classmates guess which it is.

Prepared by:
Josephine C. Pajel

BEST COPY AVAILABLE

PHOTOS

VIETNAM AND PRPC:

COLORED PHOTOS:

1. Umbrellas (Rainy Afternoon)
2. Temple Entrance
3. The Herd
4. The Burning Cross
5. Big Sister's Wedding
6. Homesick
7. Bananas
8. Nuoc Mam Barrels
9. Fantasy Dance
10. Temple Offering
11. The Beach
12. New Year, 1986
13. Papaya (Ripe and Ready)
14. Dega Crossing
15. Lion Dance
16. Saigon Twilight
17. Handicapped

BLACK AND WHITE PHOTOS:

1. Chinese School, Cholon, 1974
2. Industry, Vietnam, 1985
3. Counseling, Saigon, 1974
4. Best Harvest Hoc Moi
5. Rice for the City, Cholon
6. Something Interesting, P.R.P.C., 1987
7. Tiba Player, Saigon
8. New Year Rice Cakes, Saigon, 1986
9. The Difference, Saigon, 1986
10. Never Too Late, P.R.P.C., 1987
11. Countryside Dwellers
12. Livelihood, Hong Hai, 1985
13. Devotion, Saigon
14. Living Saigon
15. Newborn
16. Pineapple Boats, My Tho, 1984

PHOTOS (CONT.)

VIETNAM (BLACK AND WHITE):

1. An old woman and her grandchild
2. Fishing boat with fishermen
3. The bridge
4. Drying rice by the roadside
5. Children playing
6. A sampan and a woman fishing
7. Woman and son with their carabao and cart
8. Junk ships
9. Woman carrying baskets with a pole
10. Family raising rabbits
11. The funeral
12. The tombstone with a woman
13. Soldiers in a train
14. Little girl
15. The flag of Vietnam by a park
16. To market with wood
17. Little boy crying
18. The broken bridge
19. In the sea
20. Coconuts

UNIT : VARIOUS

NAME OF MATERIAL : LINE DRAWINGS

CONTRIBUTOR : De Ky

DESCRIPTION : A set of 30 line drawings depicting themes of Vietnamese life: mother and child, different occupations, children at play, and many others.

RATIONALE : These line drawings are works of art and tap any viewer's aesthetic sense. For our Vietnamese students, they have the additional impact of being poignant portrayals of familiar scenes in their home country. Materials such as these generate a lot of language from students of all ages.

WHERE AVAILABLE : IMS Materials Library.

SUGGESTED TEACHING STRATEGY:

Post the line drawings on the classroom walls, gallery-style. Tell the students to go around the classroom and view them.

The students provide titles for the line drawings and they post them under the each.

Later, students share their reasons for their choices. The students then write about their opinions and feelings about the line drawings.

Prepared by:
Josephine C. Pajel
Ynna Fernandez
Silver Chan

Other Ideas:

Students can write in verse --- haiku or cinquain.

Elicit language from the students about the line drawings. Write what they say on the board. Using their language as a basis, guide them in creating haiku or cinquain. Lines in Haiku consist of 3 non-rhyming lines of 5-7-5 syllables. Cinquain consists of 5 non-rhyming lines of 2-4-6-8-2 syllables.

Prepared by:
Susan Togle

DRAWINGS

LINE DRAWINGS ON VIETNAM:

1-5. Mother and child
6. Grandfather and child
7. Earwaxing
8. Teacher
9. Monochord
10. Man smoking
11. Going to market on Tet
12. Flute player
13. Young girl
14. Market day
15. Horse and carriage
16. Lute player
17. Mother combs hair
18. 2 mothers and their children
19. Sisters
20. Musician
21. Mother bathing son
22. Man taking meals
23. Cockfight
24. Mid-autumn lantern
25. Feeding child
26. Sisters to market
27. Woman taking meals
28. Coconut climbing
29. Single-string lute
30. Vendor

UNIT : VARIOUS

NAME OF MATERIAL : PICTURE TALK

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A set of 40 photos taken from U.S. movies ranging from scenes of people talking on a telephone, working in a hospital, and sewing dresses, to eating and inter-generational activities.

RATIONALE : These pictures are intriguing and motivate students to generate language on a variety of topics.

WHERE AVAILABLE : IMS Materials Library
Learning Resource Centers

SUGGESTED TEACHING STRATEGY:

This set of photos can be used to support a variety of lesson topics. Some suggestions follow here:

Topic: Family (Photos # 8; # 17; # 37; # 7; # 4)

Ask the students to answer the following questions:

Who are the people in the picture?
Which family members are missing from the picture?
What is happening in the picture?

Students write dialogs or improvise role-plays about what is going on in the picture.

Students relate the scene in the picture to their everyday lives by writing about similar events in their own families. They then share their work with the class.

PICTURE TALK (CONT.)

Topic: Employment (Photos # 25; # 5)

Ask the students to identify who the people in the picture are.

Let them tell you what they think is happening:

> What is the topic of conversation among the people in the picture?
> Where are they?
> What time is it?
> What is the occasion?
> What are they doing?

Write all of the students' responses on the board. Assign students to work in pairs or groups to write a dialog for the picture of their choice. The students then present their role-plays in front of the class.

Topic: Telephone: Reporting an Emergency
(Photos # 29, # 23, # 13)

Ask the students what is happening in the photo.

Focus the students' attention on the telephone in the picture and ask them what they would do if they were the person in the photo? Whom would they call? What would they say? Etc.

Ask the students what other situations they think could be considered emergencies.

Students use the situations in the photos, or others they generate, to improvise role-plays about emergencies.

UNIT : TIME
SOCIAL LANGUAGE

NAME OF MATERIAL : SLIDES: HOLIDAYS IN THE U.S.

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A slide show of 10 popular holidays in the U.S. The focus is on the meaning of the holiday, how people celebrate it and what symbols are linked to that holiday.

RATIONALE : In order to fully understand a culture, one must have some understanding of the holidays observed. Knowing the language related to some of the holidays celebrated in the U.S. will help our students in many social situations.

WHERE AVAILABLE : Learning Resource Centers

HOLIDAYS IN THE U.S.:

A. New Year's Day:

1. People at a party waiting for the midnight hour
2. Parade
3. Football game
4. A family get-together

B. Martin Luther King Day:

1. Picture of Martin Luther King Jr.
2. Parade

C. Valentine's Day:

1. Cupid
2. Chocolates and roses
3. Flowers
4. Mother teaching her child to cut out hearts

SLIDES (CONT.)
Holidays in the U.S. (Cont.)

D. Easter Sunday:

1. Parade
2. An easter egg hunt

E. Independence Day:

1. Parade
2. Fireworks dsiplay
3. Family get-together, cook-out scene

F. Halloween:

1. Jack-o-lantern
2. Children in their halloween costumes
3. Halloween party
4. Jack-o-lantern

G. Thanksgiving:

1. Thanksgiving dinner
2. A table showing food for Thanksgiving

H. Christmas:

1. A family decorating a Christmas tree
2. Santa Claus with some children
3. People singing carols

I. Other Religious Holidays:

1. Lenten season (Christian)
2. Hannukah (Jewish)

UNIT : LOCATIONS, DIRECTIONS

NAME OF MATERIAL : SLIDES: TRANSPORTATION IN THE U.S.

CONTRIBUTOR : Carol Speranza
Bob Burgess
Josephine C. Pajel

DESCRIPTION : A set of 21 slides that show students various scenes of transportation and traffic in the U.S.

RATIONALE : The slides will familiarize the students with some of the traffic signs and street scenes found in the U.S. Discussion and careful processing will help students understand the transportation system in the U.S. and the language needed to use it.

WHERE AVAILABLE : Learning Resource Centers

TRANSPORTATION IN THE U.S.:

1. Traffic signs (pedestrian crossing)
2. Sears parking lot
3 - 5. Freeway
6. Freeway with the 'Yield' sign
7. Freeway with speed limits
8. Freeway going to residential area
9. Freeway within the residential area
10. Residential area with traffic signs
11. City street
12. Tram
13. Airport shuttle bus
14. In the airport
15. Plane in the airport
16. Inside the plane
17. Used car ad
18. Used car dealer exchange
19. Inside a used car dealer exchange
20. Car with price on the windshield
21. Car with 'For Sale' sign

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UNIT : SHOPPING

NAME OF MATERIAL : SLIDES: TYPES OF STORES

CONTRIBUTOR : Carol Speranza
Bob Burgess
Josephine C. Pajel

DESCRIPTION : A set of 31 slides that show different types of shops including supermarkets, shopping malls, an airport shop and a specialty shop.

RATIONALE : Students will be doing a lot of shopping in the U.S. Many of the shops they'll go to will be unfamiliar to them. These slides will not only provide an orientation to various types of stores in the U.S., but will give students an opportunity to use language related to shopping.

WHERE AVAILABLE : Learning Resource Centers

TYPES OF STORES

1. Safeway (facade)
2. Safeway (sign)
3. Ice cream (dairy section)
4. Detergent
5. Frozen meat section
6. Produre section
7. Bread section
8. Prescription
9. Toiletries
10. Counter with a cashier
11. Sears (facade)
12. Clothing
13. Video shop
14. Goodwill (facade)
15. Kitchenware
16. Salvation Army (facade)
17. Furniture
18. Inside the shopping mall
19. Small business establishment with For Rent ad
20. Jewelry gallery
21. Jewelry on display
22. Ethel's (specialty shop)
23-24. Clothing (men)
25. Airport store (window display)
26. Bookstore
27. Street vendor (produce store)
28. Vietnamese specialty store
29. Vietnamese liquor store
30. Vietnamese produce store
31. Vietnamese book store

UNIT : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

NAME OF MATERIAL : SLIDES : CAREER OPTIONS FOR YOUNG ADULTS

CONTRIBUTOR : Josephine C. Pajel
William Mitchell

DESCRIPTION : A slide show depicting different career options as well as information for young adults.

RATIONALE : Our students will soon be going to the U.S. and looking for jobs. These slides provide information about different jobs, how much training and education is needed to qualify for them, the length of time needed to get the job, and the average monthly salary for each.

WHERE AVAILABLE : Learning Resource Centers

CAREER OPTIONS FOR YOUNG ADULTS:

A. Auto-mechanic:

1. Mechanic working under the hood of the car
2. Mechanic observing the work of another mechanic
3. ESL class

B. Secretary:

4. Secretary typing something
5. Secretary using the computer
6. Computer class
7. ESL class

C. Hospital/Nursing Aide:

8. Aide bathing a patient
9. Aide with supervisor
10. Aide lifting a patient
11. Aide in a nursing home

SLIDES (CONT.)
Career Options for Young Adults (Cont.)

D. Computer Operator:

12. Computer class
13. ESL class

E. Welder:

14. Welder at work
15. Welder working under supervision
16. Welder with supervisor

F. Office Aide:

17. Office aide delivering mail
18. Aide filing papers

G. Cashier:

19. Cashier in a supermarket
20. Cashier doing some bookkeeping
21. Cashier being trained

H. Electrician:

21. Electrician at work
22. Electrician under training
23. ESL class

I. X-ray Technician:

24. X-ray technician working
25. Technician being trained

SLIDES (CONT.)

J. Sales Representative:

26. Sales representative with a customer
27. Sales representative still with a customer
28. Sales representative with supervisor
30. ESL class

K. Bus Driver:

31. Bus with people entering a road
32. A bus driver
33. Driver's license

L. Truck Driver:

34. Truck on the road
35. Inside of the truck
36. Driver's license
37. Truck driver looking under the hood

UNIT : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

SOCIAL LANGUAGE FOR YOUNG ADULTS

NAME OF MATERIAL : SLIDES : YOUNG ADULTS

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A set of 42 slides about young adults in Asia and in the U.S. These slides focus on the similarities and differences between young adults from these two parts of the world.

RATIONALE : Through viewing these slides, our young adults will have a deeper understanding of the differences and similarities between youth in Asia and youth in the U.S. The language that is generated through the use of these slides may help our students communicate more easily with their peers in the U.S. in social and work settings.

WHERE AVAILABLE : Learning Resource Centers

YOUNG ADULTS

YOUTH IN ASIA:

1-5. Students in the classroom
6. Men studying by their billet
7. An artist working in IMS
8. A man working outside with a lawn mower
9. A group of men carrying food
10. A group of men playing football
11. Two men riding a bicycle
12. Playing basketball
13. Playing volleyball
14. A man watching a woman knitting
15. Studying with the family
16. Talking in the park with friends
17. Drinking by the sidewalk with friends
18. Walking with a girlfriend

SLIDES (CONT.)

YOUTH IN THE U.S.A.:

1. Group of students on campus
2. Students studying
3. In the library
4. Steel mill worker
5. A supermarket stock clerk
6. A fast food waiter
7. A Potter
8. A bicycle mechanic
9. 2 women feeding geese
10. 2 women on a bicycle
11. A group in a sack race
12. Women sitting on the hood of a car
13. Group of students in front of a poster
14. 3 women in a restaurant
15. 4 women walking at night
16. Basketball scene
17. Indoor track and field
18. Ice hockey
19. Cheering squad

20-24. Dating scenes

UNIT : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

NAME OF MATERIAL : SLIDES: EDUCATION IN THE U.S.

CONTRIBUTOR : Carol Speranza
IMS Slides Bank
Josephine C. Pajel

DESCRIPTION : A set of 44 slides that focus on education in the U.S. The slides are divided into 4 categories : Pre-school/ Elementary, Secondary and Junior High School, University, and Adult English as a Second Language.

RATIONALE : It is important for our students to realize the importance of having an education. Through viewing this slide show, our students will be able to understand the educational system in the U.S., its implications for employment later on, and some of the language needed to access information regarding educational options.

WHERE AVAILABLE : Learning Resource Centers

EDUCATION IN THE U.S.:

1-13. Pre-school and elementary school scenes
14-30. Secondary, junior and senior high school
31-36. University
37-44. Adult, English as a Second Language

1-2. Elementary school facade
3. Students in a classroom
4. Students with their teacher
5. Students in art class
6. Students in a reading class
7. Baking class
8. Computer class
9-10. Having fun with computers
11. Students' medical check-up
12. Playing chess
13. Students playing soccer
14. Doing class work
15. Group discussion
16. Library
17. Doing research in the library
18. Reading in the library
19. Drama class presentation
20. Buying a jacket in the school store
21. Laboratory class

SLIDES (CONT.)

22. Laboratory training
23. Typing class
24. Electronics class
25. Carpentry class
26-27. School parade
28. Sports class
29. Football game
30. High school graduation
31. University life
32. Biology class
33. Laboratory work
34. Music class
35. Music score writing class
36. Sports (football)
37. Adult English as a Second Language
38. Classroom
39. Teacher in the classroom
40. Students with the teacher
41. Discussion group
42. Discussion group with the teacher
43. Students writing
44. Class picture

UNIT : HOUSING

NAME OF MATERIAL : HOUSING - THE AMERICAN DREAM

CONTRIBUTOR : Bob Burgess
IMS Slide Bank

DESCRIPTION : A set of 17 slides that show the various types of housing available in the U.S.

RATIONALE : In order for students to make informed decisions about renting or buying a place to live, they need to become familiar with the different types of housing that are available.

WHERE AVAILABLE : Learning Resource Centers

HOUSING - THE AMERICAN DREAM:

1. Apartment for rent
2. Studio for rent
3. Condominium building
4. Apartment buildings
5. White house with flowers
6. Bungalow (facade)
7. Bungalow (facade from a different angle)
8. 2-story house with cars.
9. Country houses (2-storey)
10. House
11. Small town house
12. Mid-level housing (2-story house)
13. House with an attic
14. Apartment buildings
15. 2-story house with a flower box
16. 2-story house
17. An old colonial house

UNIT : SOCIAL LANGUAGE

NAME OF MATERIAL : SLIDES: INTER-ETHNIC RELATIONSHIPS

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A set of 27 slides depicting inter-ethnic relationships in the U.S.

RATIONALE : In order for our students to gain a better understanding of the different cultures in the U.S., they should be familiar with them and be able to understand some of the historical events which led to the U.S. being dubbed a 'melting pot.'

WHERE AVAILABLE : Learning Resource Centers

INTER-ETHNIC RELATIONSHIPS:

1. Map of the U.S.
2. A boat and an arrow pointing to the U.S.
3. A ship full of people
4. Crowd of people
5. A parade (Mardi Gras)
6. Chinese New Year: Dragon Dance
7. People
8. A man writing 'Discrimination'
9. Toilet ('Men' - colored signs)
10. Parade of the Ku Klux Klan
11. ESL class
12. Picture of Jesse Jackson
13. A scene from "All the Presidents' Men"
14. A black man and a white woman
15. Inter-ethnic couple with their son
16. A white woman hugging a black boy
17. Inter-ethnic group playing basketball
18. Inter-ethnic group playing baseball
19. Women in the dressing room
20. Inter-ethnic group in the beach
21. 3 old women laughing
22. Street workers
23. In the office scene
24. In the hospital room
25. People cheering
26. Children cheering
27. Crowd of people sailing

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

NAME OF MATERIAL : SLIDES: YOUTH ENCOUNTERS

CONTRIBUTOR : Josephine C. Pajel
William Mitchell

DESCRIPTION : These slides depict 5 different youth encounters, including responding to peer pressure, inter-generational and inter-ethnic relations, discrimination and cultural adaptation.

RATIONALE : Young adults will face many challenging situations when they are in the U.S., not all of them pleasant. This set of slides will generate much discussion and will familiarize students with language which may help them cope with such situations.

WHERE AVAILABLE : Learning Resource Centers

YOUTH ENCOUNTERS:

A. Mistaken Identity:

1. Phu and Khuyen in front of the bus stop
2. 2 Navy guys whispering
3. At the bus stop, a man sitting on a bench
4. Phu and Khuyen passing through a school corridor with a group of students on the side
5. Group of students making calls
6. Phu and Khuyen looking at each other with students at the back
7. Phu and Khuyen confused

B. The Past and The Present:

1. Lan and mother talking
2. Mother showing excitement about their conversation
3. Lan and mother talking, with Lan not very enthusiastic
4. Mother reminiscing about the past
5. Mother remembing something funny
6. Lan urging mother
7. Mother explaining to Lan
8. Lan showing mother that this is a new life
9. Mother showing Lan understanding
10. Mother preparing a snack
11. Lan's friend in the living room acting wild, Lan's mother looking terrified

C. American Guys:

1. Jeff by the door with Dung opening the door
2. Jeff on the floor with Dung sitting on the sofa
3. Jeff talking
4. Dung reacting, looking confused
5. Dung apologizing to Jeff
6. Jeff taking something out of his pocket
7. Dung serving Jeff something to drink and Jeff offering the 'joint' to Dung
8. Dung's mother coming in, angry

D. Be Cool:

1. Lam and Phuong talking
2. Phuong approaching Lam
3. Lam getting excited about their conversation
4. Phuong saying, "No," and Lam a bit disappointed
5. The gang, with Lam and Phuong approaching
6. 2 members of the gang pointing to Lam
7. Phuong defending Lam, the 2 members not being convinced
8. One member pointing to Lam
9. Another signaling 2 other members
10. Phuong and Lam in front of a vehicle, Lam scared
11. Phuong breaking in, with Lam looking around
12. A cop seeing them, Phuong running
13. The cop catching Lam

6-7

E. Neighbors:

1. Hien and his friends looking toward the door, seeing Mr. Wilson
2. Hien approaching Mr. Wilson
3. Hien showing he's happy
4. Mr. Wilson pointing at Hien, not happy at all
5. Mr. Wilson pointing at Hien, and very angry
6. Mr. Wilson about to leave
7. Hien and his friends looking hurt by Mr. Wilson's outburst

6-8

UNIT : VARIOUS

NAME OF MATERIAL : SLIDES: ROLE OF WOMEN

CONTRIBUTOR : Josephine C. Pajel

DESCRIPTION : A set of slides about the role of women in Asia and the U.S.

RATIONALE : Women have always played a vital role in any part of the world. They have fulfilled different parts of their lives depending on what part of the world they are in. Students will have a better understanding of women in both cultures after viewing and discussing what they see. The language generated through the use of these slides is relevant to many situations.

WHERE AVAILABLE : Learning Resource Centers

ROLE OF WOMEN:

WOMEN IN ASIA:

1. Woman caring for her child
2. Woman bathing her son
3. Woman caring for her sick husband
4. Woman cooking
5. A woman cleaning her house
6. A woman washing and hanging clothes
7. A group of women, one having a manicure
8. A child combing her mothers' hair
9. A group of women talking
10. A woman serving food
11. Women selling in the market
12. A woman preparing for the Lao 'basi'
13. A woman cleaning her yard
14. A woman baking in the bake shop
15. A secretary typing
16. A secretary doing computer work

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SLIDES (CONT.)

WOMEN IN THE U.S.:

1. A secretary
2. A filing clerk
3. A dentist
4. A seamstress
5. A woman mechanic
6. A woman heavy equipment operator
7. A factory worker
8. A woman logger
9. Mother and son in the supermarket
10. A woman athlete
11. Women talking
12. A teacher
13. A classroom scene full of women

14-15. Women baby-sitting

UNIT : VARIOUS

NAME OF MATERIAL : SLIDES: VIETNAM TODAY

CONTRIBUTOR : Bob Burgess
Carl Bankston
Josephine C. Pajel

DESCRIPTION : A set of 95 slides showing different places in Vietnam : Ho Chi Minh City (Saigon) and Dalat. These slides include parks, churches, temples, lacquer shops, the city market, mosques, museums, a gym and other recreational facilities.

RATIONALE : These slides will generate a lot of language since the students are very familiar with the scenes shown in them. While viewing them, the students express their feelings and share their culture with their teacher. The teacher and the students exchange knowledge on various topics. The language developed through the use of this material will help students in many situations, social and otherwise, once they are in the U.S.

WHERE AVAILABLE : Learning Resource Centers

VIETNAM TODAY:

1- 2. Saigon skyline
3- 4. Saigon skyline with buildings
5- 7. Saigon streets
8- 9. Dalat skyline
10-11. Government ads asking people to buy government bonds
12. Tao Dan
13. Catholic building
14. Museum
15. Friendship Hotel
16-18. Government buildings
19. House of Bao
20. Cho Ben Thanh
21-26. Parks of Vietnam
27-29. People of Vietnam
30. Hotel receptionist
31. Tourist guide
32. Tricycle driver
33. Soldiers of Vietnam
34. Bob Burgess with children and a monk
35. Carl Bankston with man in a neighborhood
36. People of the same neighborhood
37-39. Children in the streets
40. Amerasian children
41. Vien Bao Than
41-47. Market scenes
48. Gymnasium
49-50. Swimming pools

51-52. Tennis courts
53-54. Soccer field (Russian team and Vietnamese team)
55-58. Nightlife in Vietnam (disco/nightclub)
59. Men drinking
60. Children playing cards
61. Arts building
62. Art facade/mosaic on building rooftop
63-65. Art work
66. Musical Instrument
67. Lacquer industry
68. Preparing lacquer slab
69. Transferring designs
70. Doing in-lays of the design
71. Finishing touches of the in-lay/lacquer
72. Temple
73. Inside the temple (offering prayers for the dead)
74. Temple
75. Shrine of Kwan Am (Dalat)
76-77. Catholic churches
78-79. Burial urns
80-83. Temples
84-85. Vietnamese funerals
86. Carabao herd
87-88. Monks farming in Dalat
89. Antique dealer
90. Locksmith shop
91. Repairshop
92. Beauty shop
93. Roadside vendor (Saigon to Dalat)
94. Woman washing clothes (sidewalk)
95. Slum by the Mekong River

UNIT : VARIOUS

NAME OF MATERIAL : NEW YORK

CONTRIBUTOR : Laurie Kuntz

DESCRIPTION : A set of 29 slides taken in New York City in the summer of July, 1987.

RATIONALE : This slide show will generate interest in and discussion about one of the biggest cities in the U.S. The slides will also help our students understand some cultural aspects of urban life in the U.S., since the slides feature people engaged in a variety of activities in the city.

WHERE AVAILABLE : Learning Resource Centers

NEW YORK:

1-6. World Trade Center (Twin Towers)
7-8. Various office buildings
9-12. Window washers
13. Street scene (people walking)
14. A building as seen from inside another building
15. Chinatown Street Fair
16-23. Street vendors
24. Billboard
25. Little Italy
26. Shoeshine boys
27-29. The homeless

UNIT : VARIOUS

NAME OF MATERIAL : SLIDES: TAKE THE MONEY AND RUN

CONTRIBUTOR : Manny Espinola

DESCRIPTION : A set of 95 slides depicting a humorous scene inside a classroom involving stolen money and many surprises.

RATIONALE : This enjoyable slide show will generate language and laughter and motivate interest in script-writing on the part of the students.

WHERE AVAILABLE : Learning Resource Centers

TAKE THE MONEY AND RUN:

1-3. Credits
4. Title
5-7. Credits, black screen
8. Classroom building
9. Classroom with teacher and students.
10. The teacher pointing at the board
11. The teacher thumbing a ride
12. Money held by hand, surrounded by goods
13. Students waving money
14. The teacher pointing at $ with other hand stretched out to beg
15. The student and dictionary
16-32. Students holding money and article to be bought in Manila
33. The teacher dazzled by cash
34. The teacher reaching for the burger bag
35. The teacher peeking into the bag
36. The teacher smelling the burger
37. The teacher throwing the burger over his shoulder

SLIDES (CONT.)
Take the Money and Run (Cont.)

38. The teacher stuffing money into the bag
39. The teacher folding the paper bag
40. The teacher bent under the table
41. The teacher standing up
42. The teacher signaling for the students to stand up
43. The teacher with arms moving from chair to chair
44-46. The students moving the chairs to form a circle
47-48. The teacher writing on the board
49. The teacher with index finger pointed in opposite directions
50-52. Students surrounded by goods (holding money)
53. Chain drill
54-55.
56. The teacher wondering (long shot)
57. The teacher wondering (close-up)
58a. The teacher bent over bag under the table
58b. Black screen
59. Exploded bubble text on black
60. Students with shocked expression
61. The class on the floor over bag
62. Student searching the bag
63. Class sprawled on the floor
64. Children in doorway
65. Students stampede to the door
66. Children and the teacher in the doorway
67. Black screen
68. The teacher with a magnifying glass
69. Student on floor stealing money while picking up something
70. Student and tutor
71-72. The teacher with a magnifying glass (half shot)
73. Student on the floor
74. Student paying off a hood holding hand of dead husband
75. Teacher with a magnifying glass
76. Student dancing to cassette
77. People lined up to buy dollars from Mieng
78. Woman writing money order
79. Woman in blue Ao Dai
80. Men selling gold to Ut
81. Black screen
82. Text on screen
83-92. Series of 10 of students talking and roaming around the room
93. The End
94-95. Credits

VIDEOS

VIDEOS

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INTRODUCTION

The final section of the Strategy Notebook, Part II, is devoted to videotapes. These videos, developed by the Video Committee,* are intended for student viewing in the Learning Resource Centers. While some are directly related to curricular topics, others are of general interest and can be used in a wide variety of ways. The purpose of all of these tapes is to help students understand and generate the language they're learning. If used effectively, with pre- and post-processing, these videos can enhance any lesson and enable students to understand concepts which might otherwise have remained abstract and unfamiliar to them.

Included here is a brief description of each video along with its length. Ideas for lessons using these videos are available at the Learning Resource Centers. These lesson ideas also include a summary of various relevant cultural points and suggested language to draw out from the video.

Some of the tapes included in this section were developed in the U.S. for beginning ESL learners. Many are excerpts from commercially made films or from TV shows. Others were scripted, filmed and produced at ICMC. Grateful acknowledgment goes to Laurie Kuntz, chairperson of the Video Committee, and all those who have worked with her on various aspects of the video projects. Special thanks go to the IMS staff for their support in making these videos possible.

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* More information about the Video Committee and its work can be found in the ESL-AB Handbook.

UNIT : VARIOUS

NAME OF MATERIAL : VIDEOS FOR STUDENTS

CONTRIBUTOR : Laurie Kuntz

DESCRIPTION : The Video Committee has issued a comprehensive listing of all the videos available for student viewing. The videos are grouped according to unit, and information such as length of the video and a general description of the video is provided.

RATIONALE : The power of images on screen far outweighs the performance of even the most dynamic teacher in a classroom. Teachers will find that videos are also an extremely efficient way of depicting lifestyles, customs, sports, and other aspects of life in the U.S.

WHERE AVAILABLE : Learning Resource Centers

UNIT : PERSONAL INFORMATION

TITLE : PERSONAL INFORMATION

DESCRIPTION : A series of vignettes showing different social situations using personal information :

1. First day on the job of a refugee
2. First day in English class
3. A refugee waiting for her brother in the office

Take note of the questions being asked in each situation.

Length: 6 minutes

UNIT : TIME

TITLE : A DAY IN THE LIFE OF KHANH

DESCRIPTION : A silent film depicting the daily routine of a refugee in PRPC. The tape shows how Khanh is able to divide his time well so that he can have time to go to school, to fulfill his work credit requirements, to study and still have time to spend leisurely. No language is involved.

Length: 15 minutes

VIDEOS FOR STUDENTS (CONT.)

UNIT : TIME

TITLE : TIME - ENGLISH

DESCRIPTION : Ky Nam is put in three different situations that have to do with telling time:

1. She hears the difference between 12:15 and 12:50.
2. She dials for the correct time.
3. She makes an appointment with her doctor for a specific time.

Length: 4 minutes

UNIT : LOCATIONS, DIRECTIONS

TITLE : LOCATIONS AND DIRECTIONS

DESCRIPTION : Asking for and giving directions. Filmed at Subic.

Length: 7 minutes

UNIT : DIRECTIONS

TITLE : MARY AND MAX TAKE A WALK

DESCRIPTION : Mary is going to take her friend's dog, Max, for a walk. They are going to visit some relatives. Her niece made a beautiful map for Mary to follow. Along the way, Mary encounters several minor problems. What are these and how does she solve them?

Length: 9 minutes

UNIT : DIRECTIONS

TITLE : MARY AND THE LOST RING

DESCRIPTION : Mary suddenly realizes she has lost the ring her mother gave her. She retraces everything she did the previous day in order to locate the lost ring. She looks in her jewelry box, on top of the mantel, in the ashes, in the grounds, in the flower bed, and inside her gloves. While looking for the ring, Mary talks to herself and uses words like: in front of; underneath; behind; beside; on; near; inside. When her son comes home, he reminds Mary that he took the ring to be cleaned that morning.

Length: 6 minutes

VIDEOS FOR STUDENTS (CONT.)

UNIT : SHOPPING

TITLE : AT THE GROCERY STORE

DESCRIPTION : The tape starts out with a woman planning a dinner party. She first lists down the items she needs. Then, she proceeds to the supermarket to do her shopping. A narrator explains what she is doing in the background, and identifies the different foodstuffs she buys.

Length: 7 minutes

UNIT : SHOPPING

TITLE : PREPARING A SPAGHETTI DINNER

DESCRIPTION : The tape demonstrates how to prepare spaghetti, from boiling the noodles to preparing the sauce. The language used is simple.

Length: 28 minutes

UNIT : SHOPPING

TITLE : DRESSING FOR THE OCCASION

DESCRIPTION : A young girl shows what types of clothes are to be used for different occasions:

1. when skiing
2. going to the beach
3. when it rains
4. at bedtime

Length: 9 minutes

UNIT : SHOPPING

TITLE : AT THE FABRIC STORE

DESCRIPTION : Suzy and Denise are going to the Fabric Store. Suzy wants to make a dress and Denise wants to make a quilt. They need to buy several items. Suzy needs to buy material for the dress: buttons, zippers, needle and thread, and lace. Denise needs to buy material for the quilt: appliques and a quilt ring. They both choose a color for their items.

Length: 4 minutes

VIDEOS FOR STUDENTS (CONT.)

UNIT : TELEPHONE

TITLE : THE TELEPHONE

DESCRIPTION : The tape focuses on using the different types of telephone:

1. touch phone
2. dial phone
3. hanging phone
4. table phone

Different situations are used to show the many uses of the telephone.

Length: 3 minutes

UNIT : HEALTH

TITLE : AT THE EMERGENCY CENTER

DESCRIPTION : This tape follows a young boy as he is brought to the emergency room of a hospital. His injured leg is checked first by a nurse, then a doctor, and finally through x-ray. His leg is put in a brace afterwards.

Length: 16 minutes

UNIT : HEALTH

TITLE : HEALTH

DESCRIPTION : Ky Nam is again faced with 4 different situations that have to do with her health:

1. Lyndon pays her a visit. Ky Nam isn't feeling well so Lyndon gives her two aspirin.
2. Dave comes over after work. Ky Nam still doesn't feel well. He suggests visiting a doctor. She calls up for an appointment.
3. Ky Nam goes to the doctor's office. She waits in the lounge. Alan arrives and they talk about their ailments.
4. Ky Nam talks to the doctor. The doctor tells Ky Nam that her blood pressure is a bit high because of too much worrying. He gives Ky Nam a prescription and asks her to make another appointment after a week.

Length: 7 minutes

VIDEOS FOR STUDENTS (CONT.)

UNIT : EMPLOYMENT: FINDING A JOB

TITLE : LOOKING FOR A JOB

DESCRIPTION : Three college students talk about looking for a job, the interview process, and about what an interviewer looks for in a possible employee.

Length: 16 minutes

UNIT : EDUCATION AND EMPLOYMENT FOR YOUNG ADULTS

TITLE : JOB OPTIONS FOR THE YOUNG ADULT

DESCRIPTION : Four friends get together at a regular hang-out. They start talking about what they are currently doing. Then, they talk about what they really want to do in the near future.

Length: 20 minutes

UNIT : HOUSING

TITLE : HOUSING

DESCRIPTION : Ky Nam Trang is looking for a place to stay. She has to take some things into consideration: size, amount to be paid, and extra expenses. She visits the following:

1. A house - fully furnished, two bedrooms, but utilities are not included.
2. A room - small room that comes with a bed; rental includes all utilities but no children, no pets, no music after 10:00 p.m.
3. An apartment - rent is cheap with utilities included, but many repairs have to be done.

Length: 7 minutes

VIDEOS FOR STUDENTS (CONT.)

UNIT : BANKING

TITLE : BANKING

DESCRIPTION : This film portrays a series of transactions in an American bank. Filmed at Subic.

Length: 10 minutes

UNIT : POST OFFICE

TITLE : AT THE POST OFFICE

DESCRIPTION : A young man brings his two packages to the post office. He sends one through air mail, the other through regular mail. The concept of insuring packages is explained through a conversation between the postman and the young man. The young man also buys stamps and post-cards. A narrator explains what is going on.

Length: 4 minutes

UNIT : SOCIAL LANGUAGE

TITLE : SMOOTH TALK

DESCRIPTION : This video portrays the relationship between:

1. mother and daughter
2. the daughter and her friends.

It also shows what a typical American teenager thinks of and does during her free time.

Length: 29 minutes

UNIT : SOCIAL LANGUAGE FOR YOUNG ADULTS

TITLE : AT THE PARTY

DESCRIPTION : A group of young people are at a party where there is a lot of alcohol. Laurie and Steve start talking. Laurie mentions she has had too much to drink. Steve promises to drive for her. Laurie does not agree to this because he's had too much to drink, too.

Length: 20 minutes

VIDEOS FOR STUDENTS (CONT.)

UNIT : GENERAL

TITLE : MARY PACKS FOR A TRIP

DESCRIPTION : Mary just received a call from her husband. They're going to San Diego in 45 minutes. She needs to pack some things for him and for herself. Is Mary organized? Does she do a good job of packing?

Length: 10 minutes

UNIT : GENERAL

TITLE : GARDENING

DESCRIPTION : Thuy visits Val. Val is out in her garden. She shows Thuy around and explains how to take care of the plants. Val grows a variety of plants: fruits, vegetables and flowers. Val also shows Thuy the tools she uses for gardening.

Length: 8 minutes

UNIT : GENERAL

TITLE : LANDSCAPES

DESCRIPTION : Pictures of different types of landscapes described through rhyme. Landscapes are:

1. wave
2. surf
3. hill
4. desert
5. gorge
6. cliff
7. canyon
8. mountain
9. peak
10. lake
11. stream
12. river
13. pond
14. foothill
15. valley
16. beach
17. ocean

Length: 15 minutes

UNIT : GENERAL

TITLE : THE CITY FESTIVAL

DESCRIPTION : A family discusses what they want to do for the weekend. Someone wants to go to the carnival to enjoy the rides and play some games. Another one wants to go to watch the parade to see pretty and bright colored costumes as well as the different groups that participate in it. One daughter wants to try different food while another wants to attend a jazz concert. Everybody wants to have a good time so they go to the city festival.

Length: 4 minutes

UNIT : GENERAL

TITLE : CHRISTMAS DECORATIONS

DESCRIPTION : Thuy went to visit her friend over the Christmas holidays. Her friend showed Thuy all the different Christmas decorations the family made and bought. The whole house was decorated including the kitchen, the living room, and the dining room. All in all, the house looked very festive.

Length: 8 minutes

UNIT : GENERAL

TITLE : EASTER CUSTOMS

DESCRIPTION : This videp tape shows how Americans celebrate Easter. They have Easter egg hunts, games, and hat contests. Children get new clothes because Easter also marks the start of spring. It's a fun day for everyone, especially the children.

Length: 7 minutes

UNIT : GENERAL

TITLE : HALLOWEEN CUSTOMS

DESCRIPTION : What do Americans do during Halloween? Kids go trick or treating, wear costumes and go around the neighborhood. Adults have parties and wear costumes to work. Crazy?

Length: 7 minutes

VIDEOS FOR STUDENTS (CONT.)

UNIT : GENERAL

TITLE : THE DOG AND THE BONE

DESCRIPTION : Like the title suggests, this is a story about a dog and his bone.

Length: 1 minute

UNIT : GENERAL

TITLE : BLACK STALLION

DESCRIPTION : The movie is set in the early 30's. A young English boy attempts to befriend a rebellious and wild stallion owned by an Arab sheik. They are both in a ship that accidentally blows up and sinks. The boy survives and is washed ashore on a deserted island. He learns to hunt and fish. The stallion also survives the wreck, swims ashore and later is tamed by the boy.

Length: 25 minutes

UNIT : GENERAL

TITLE : CROCODILE DUNDEE

DESCRIPTION : Crocodile Dundee is a man from the outback of Australia who was invited to visit the big city. He finds everything new and fascinating. Visit the big city through the eyes of Crocodile Dundee. You'll find it funny and refreshing.

Length: 22 minutes

UNIT : GENERAL

TITLE : FALLING IN LOVE I

DESCRIPTION : The first 10 minutes of the tape shows Christmas scenes in the U.S., Christmas shopping, and opening of presents. The tape continues with the main characters meeting again on the train and going on with their lives.

Length: 16 minutes

UNIT : GENERAL

TITLE : FALLING IN LOVE II

DESCRIPTION : The movie continues. Our main characters develop a relationship. Through this development, the movie shows different ways to have fun in the U.S. - window shopping, eating junk food, playing games, and making love. It ends up with another Christmas scene.

Length: 16 minutes

UNIT : GENERAL

TITLE : PARENTHOOD

DESCRIPTION : Shows different family lifestyles and values. This video is in 3 parts. Part I shows the trials and tribulations of a single parent (mother) raising two teenage children. Part II shows a happily married middle class couple raising three young children. Part III shows an extended family waiting to hear the news of the birth of a new member of the family. Each part is to be shown and processed separately.

Length: 38 minutes

UNIT : GENERAL

TITLE : THE GIRL WHO SPELLED FREEDOM

DESCRIPTION : A true story about a Cambodian girl's resettlement and her success in school. She wins a state-wide spelling contest.

Length: 44 minutes

UNIT : GENERAL

TITLE : STAND AND DELIVER

DESCRIPTION : A Mexican-American high school teacher works in a troubled public high school. He is the only teacher who believes in the ability of the students and works to improve their situation.

Length: 33 minutes

VIDEOS FOR STUDENTS (CONT.)

UNIT : GENERAL

TITLE : DO THE RIGHT THING

DESCRIPTION : Depicts life in an African-American inner-city neighborhood in Brooklyn, New York. Racial tensions between different ethnic groups are highlighted.

Length: 38 minutes

UNIT : GENERAL

TITLE : FAMILY TIES.

DESCRIPTION : A specific episode from the American TV series, "Family Ties." This series is about a typical American family composed of a very understanding father, an all-around mother, a 'straight' but normal teenage daughter, a 'yuppie' know-it-all high school son, and a younger daughter already suffering from the problems related to puberty. This particular series focuses on the battle of the sexes and on the generation gap between mother and son. They both attend auto-mechanic school to prove who is the more intelligent of the two sexes. Naturally, the mother wins in the end but she's too nice to rub it in.

Length: 24 minutes

UNIT : GENERAL

TITLE : THE COSBY SHOW

DESCRIPTION : The Bill Cosby Show is an American TV situation comedy that focuses on an African-American family. Bill Cosby, or Dr. Huxtable, is a pediatrician married to a lawyer. They have five chldren. In this particular episode, Vanessa, the 13 year-old daughter, is caught putting on make-up. The Huxtable rule of the house is: no make-up until you're 15. A highly entertaining show.

Length: 23 minutes

UNIT : GENERAL

TITLE : RESCUE 911 (SCENE I)
RESCUE 911 (SCENE II)

DESCRIPTION : True police accounts taken from 911 calls. Scene I shows police officers tracking down suspected gunmen and Scene II shows children being rescued from a blazing building.

Length: Scene I, 11 minutes
Scene II, 8 minutes

UNIT : GENERAL

TITLE : PEOPLE'S COURT

DESCRIPTION : People's Court is a TV show which enacts some of the minor civil complaints that Americans have in their daily lives. This episode talks about a woman complaining about the perm that she got. She claims that the beauty parlor destroyed her hair and she will have to have it cut and re-shaped.

Length: 24 minutes

UNIT : GENERAL

TITLE : U.S.A.: A COLLAGE

DESCRIPTION : A compilation of excerpts from commercially produced films focusing on urban and rural America.

Length: 30 minutes

UNIT : GENERAL

TITLE : AMERICAN SPORTS

DESCRIPTION : A compilation of excerpts from commercially produced films focusing on different American sports. These sports are basketball, baseball and football.

Length: 30 minutes

UNIT : GENERAL

TITLE : AMERASIANS

DESCRIPTION : Christian Science Monitor makes a comprehensive study of the Amerasians. Who are these people? How did they come about? How are they treated? What is the U.S. doing about them? What do the Amerasians say about themselves? All these questions, and more, are answered in this well-made documentary.

Length: 18 minutes

VIDEOS FOR STUDENTS (CONT.)

UNIT : GENERAL

TITLE : INTERPRETATIVE DANCE

DESCRIPTION : Helen Tranh, a Vietnamese-American, does an interpretive dance. This tape is good for creative writing activities.

Length: 15 minutes

UNIT : GENERAL

TITLE : VIETNAMESE ROCK MUSIC

DESCRIPTION : A compilation of Vietnamese singers rendering English and western-style rock numbers. This MTV-like presentation shows the adaptation of the young Vietnamese folks to western culture, while still managing to keep their Asian identity. Notice the acculturation is apparent in their mode of dressing and hairstyles, but not in the choice of songs and interpretation of the songs.

Length: 22 minutes

UNIT : GENERAL

TITLE : WE ARE THE WORLD

DESCRIPTION : The song that was sung by more than 30 artists. A song they offered as their contribution to humanity. "We Are The World" is a very simple song, but its meaning is felt by all. A song of love and compassion.

Length: 8 minutes

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